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ABSTRACT

In this study of juniors in racially mixed high schools, student attitudes and behavior toward people of different racial and ethnic backgrounds are reported to be significantly related to school integration practices (racial mixing, racial fairness, staff support for integration, security, staff modeling, and multicultural exposure) and thirteen school climate factors (including student involvement, learning orientation, and equal treatment). The report indicates that since these factors are generally under the control of the school, they can be formed and utilized for the purpose of attaining school integration. It is recommended that specific integration practices (such as racial mixing) receive concrete form in activities such as cooperative learning teams, athletic teams, and one-to-one activities. Other guidelines and recommendations for improving student integration are also delineated. The report also contains a nine-step improvement process for school integration that relies on the above findings and specifies the nature of support and resources necessary for a school to achieve better racial relations. A bibliography and tables are included and are followed by appendices containing a questionnaire for students that reveals their attitudes on school integration and climate, the criteria for items appearing in the questionnaire, technical properties of the instruments used in the research, and the mean and standard deviation values employed in the study. (WP)

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TDR Associates, Inc. Training/Development/Research

F I N A L R E P O R T

Promoting Student Integration in City High Schools:

A Research Study and Improvement Guidelines for Practitioners

Prepared for the:

National Institute of Education
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U S DEPARTMENT OF HEALTH
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PREFACE

The report was written in the hope that many schools, once made aware of the steps they can take to promote student integration, will be encouraged to take those initiatives. The first part is a report on the research study, in which six school practices and thirteen school climate factors related to student integration are discussed. The second part is a step-by-step guide for student-staff-parent teams in making the improvements suggested by this and other research on this topic. Taken together, these parts are a guide to school members in putting research findings on student integration into practice. Technical details of the study are described in the appendices for those with more research interests.

Many individuals contributed to this study. I am the primary author of the Report, in collaboration with Herbert J. Walberg (University of Illinois) as co-author. The student questionnaire was based on instruments developed in previous TDR studies; the school climate section by myself, and the student integration section by George B. Thomas (TDR) and Bradford L. Matthews (TDR). Mr. Matthews also expanded the research base of the questionnaire, and contributed to its further development. The data collection and data feedback to the participating schools were conducted by Steven Arnoff, Irene L. Carew, Melvin S. McCoy, Sarah Melendez, and Marjorie H. O'Reilly, all of TDR. Ms. Carew also conducted the literature review for the section on school activities related to student integration practices. The computer work was done by Mary Hyde (Harvard University), and the report

was typed by Joni Herson (TDR). Our special thanks to the many school and state department of education personnel and consultants who participated in or advised on the study.

William J. Genova

Principal Investigator and Study Director
TDR Associates, Inc.

ABSTRACT

Student attitudes and reported behaviors toward people of varying racial and ethnic backgrounds were found to be significantly related to six school integration practices and thirteen school climate factors, which are:

School Integration Practices	School Climate Factors	
. Racial Mixing	. Involvement	. Groupings
. Racial Fairness	. Accessibility & Receptivity	. Expressiveness
. Staff Support for Integration	. Learning Orientation	. Goal Direction
. Security	. Community	. Influence Distribution
. Staff Modeling	. Dealing With Problems	. Options
. Multicultural Exposure	. Equal Treatment	. Order
		. Challenge

The study sample consisted of 1,484 juniors in eighteen racially mixed high schools, in four cities in the northeast. A student questionnaire was administered in randomly selected English classes by study staff under controlled conditions.

After accounting for the effects of the control variables, such as family socioeconomic status and the students' prior interracial experience, all of the six school integration practices and thirteen school climate factors show significant ("partial") correlations with student interracial attitudes and behaviors, but not with student interracial knowledge. Racial mixing and racial fairness show the strongest correlation with interracial attitudes and behaviors. Blacks report more positive interracial attitudes and behaviors than do whites, and girls report more positive interracial attitudes and behaviors than do boys. The partial correlations between school practices and school climate are in the same direction for boys and girls of separate racial and ethnic groups and cities, as they are for the total sample. This consistency suggests that effective school integration practices and favorable school climate are generally beneficial to all subgroups in all four cities, rather than beneficial to the integration for some subgroups or cities and detrimental to those of others.

The study findings do not prove causality, but the argument that these school characteristics affect student integration is strengthed by many other survey and experimental studies. Furthermore, these characteristics are alterable - they are under the control of a school to improve and maintain at high, positive levels. Specific school activities for improving these practices and climate factors are described in the report. They are followed by a step-by-step guide to putting these activities into practice in a school.

INTRODUCTION

Desegregated urban high schools vary considerably in the extent and quality of relations among students of different racial and ethnic backgrounds. In some schools, students of diverse backgrounds interact freely and openly with one another, and their interactions are friendly and supportive; in other schools, they avoid one another, and when they do interact, their contact tends to be unfriendly, hostile, even violent.

Such differences between schools are difficult to explain. For example, some schools with good racial/ethnic relations have the same ratios of white and minority students as other schools with poor racial/ethnic relations. Within any one city, a uniform desegregation process yields some schools with effective student integration, and other schools with continued disruption and racial violence. In her comprehensive analysis, Nancy St. John (1973) concluded that:

> This review of research on racial attitudes and behavior in schools indicates that desegregation sometimes reduces prejudice and promotes interracial friendship and sometimes promotes, instead, stereotyping and interracial cleavage and conflict. An outcome so variable must be affected by circumstances other than the mere fact of desegregation. (p. 85)

We undertook this study to see if we could explain what some of those "other circumstances" are. Among the factors known to affect racial attitudes and behavior in schools, some are tied to home, neighborhood, and community experiences. For example, family socioeconomic status and prior interracial experiences have been found to be related to student's racial attitudes and behavior. These are examples of circumstances beyond a school's control, and are thus termed "unalterable" characteristics in

this study. (However, since they do affect student integration, their effects are controlled for in the analysis.) Similarly, student-teacher ratios, student racial percentages, and school budgets are usually beyond the control of urban desegregated schools since they are typically determined by court order or the district administration.

In contrast, most schools do have control over the use of multicultural curricula, internal groupings of students, and equal treatment of students regardless of race. These examples are within the control of schools, and are thus termed "alterable" characteristics of desegregated high schools. Such alterable characteristics are the focus of this study for two reasons. First, our experience and review of previous studies indicates that school practices such as racial mixing and multi-cultural education do affect the extent and quality of student integration in schools. Second, by focusing on characteristics that schools can control, our research will have practical application in guiding school self-improvement efforts.

The specific purpose of this study is to identify alterable characteristics of urban desegregated high schools that are related to student integration, school marks and career aspirations. The main focus is on student integration, defined here as the extent to which students of different racial and ethnic backgrounds know and get along with each other. To be more precise, our index of student integration consists of three parts: 1) knowledge -- the extent to which students are correctly informed about significant aspects of people of other racial and ethnic groups; 2) attitudes -- the extent to which students have positive feelings toward interracial association; 3) behaviors -- the extent to which students report positive interracial association.

Six school practices and thirteen school climate factors were selected as factors likely to relate to student integration. The six school practices were derived from existing research, where they had been identified as alterable characteristics related to positive race relations. Figure 1 (p. 5) lists the sources of evidence for the effectiveness of these six school practices. Each is then briefly described.

Racial Mixing

Although increased interracial/ethnic contact does not guarantee the development of positive interracial/ethnic attitudes, knowledge, and behaviors, such contact does appear to be needed if these positive outcomes are to develop (Cohen, 1970). Within-school resegregation through "ability" grouping or "tracking" has been found to widen prejudice and educational inequities (Pettigrew, 1978). In contrast, interracial learning teams that stress cooperation and the equal status of team members have been shown to enhance intergroup relations and learning (Slaven and Madden, 1979; DeVries, et.al., 1977; Johnson and Johnson, 1975).

Staff Models

School staff provide adult role models for students. It is important that there be appropriate staff models available for students. Healthy -- and visible -- interracial/ethnic relationships among staff provide models for integration. Thus, schools with staff racial and ethnic diversity matching that of the students, and staff who are perceived as being racially/ethnically integrated appear more likely to promote integration among their students.

FIGURE 1: Evidence on Six School Practices Related to Student Integration from Previous Research

Source	Racial Mixing	Staff Models	Security	Staff Support for Integration	Multi-Cultural Exposure	Racial Fairness
Allport (1954)	X			X		X
Barber (1968)	X		X			
DeVries (1974)	X					X
Forehand et.al. (1976)	X		X	X		X
Gordon (1966)	X					X
Lechat (1973)	X	X		X	X	
Mack (1978)					X	
Mercer Nat. Study Multicult. Evaluation (1976)	X	X			X	X
Patchen et.al. (1973)	X		X	X		X
Pietras (1978)					X	
St. John (1975)	X	X	X	X	X	X
Sachdeva (1973)	X					X
Scholfield (1977)	X					
Shosteck (1977)		X				
Slavin (1977)						X
Stephan (1978)	X					
Weinberg (1977)	X	X	X	X	X	X
Williams (1976)	X					

Security

Although the opportunity for interracial/ethnic contacts is a prerequisite for interaction, the extent and quality of such contacts have a great deal to do with how secure students feel in the school. One key qualitative aspect of such contact is the presence or absence of fear often generated by the threat of interracial/ethnic conflict. Schools where the students believe themselves to be secure from the threat of imminent conflict are more likely to be effective in supporting the development of integration.

Staff Support For Integration

Not only is it important for staff to model interracial/ethnic integration behaviorally, it is also important for them to support integration through openly expressed opinions. Schools in which staff members actively express support for integration appear more likely to foster the development of such integration among the students.

Multicultural Exposure

Staff support for integration and modeling behaviors, while providing contemporary living-learning opportunities for students, does not compensate for the lack of knowledge about students of varying racial and ethnic groups and their underlying cultural values. Programs that present students with a factual accounting of the contributions of various cultures to contemporary American life, and of the similarities and differences among racial and ethnic cultures, are more likely to counteract stereotyping based upon misinformation or limited information. Informed understanding, combined

with staff statements and behaviors supporting integration, encourages the development of mutual respect among racial and ethnic groups. Schools which foster such understanding through multicultural education appear to be more likely to promote student integration.

Racial Fairness

When students feel that they are fairly and equally treated by staff, whatever their racial or ethnic identity, they appear to be more likely to develop interracial/ethnic understanding and acceptance. They may also be more likely to trust in and value the opinions and behaviors of the staff. Since cultural values can differ noticeable certain culturally-based behaviors valued in one culture may not be valued in another. Students whose own culturally-based behaviors are not well received by staff from another culture may feel that they have been unfairly treated as a result of their racial or ethnic culture. Thus, schools that attempt to provide fair treatment to all students, with respect for variant cultural norms, should be more likely to promote student integration.

School Climate

In addition to the six school practices described above, the extent and quality of student integration appears to be related to the general "climate" or "atmosphere" of a school (Henderson and von Euler, 1979; Banks, 1978; Cortes, 1978; Gay, 1978; Brookover et.al., 1978; Genova, 1977).

The concept of school climate is often used loosely by educators, referring to almost anything from student discipline to the curriculum. As used in this study, school climate refers to thirteen specified aspects of a

schoo' (e.g. sense of community; how much students are challenged; to what extent the school is capable of dealing with problems). These thirteen school climate factors are listed and defined in Figure 2 (p. 9). They have been derived by the Principal Investigator from studies of different types of organizations, and then adapted to the school environment (Genova, 1977). Because of their relationship to student achievement, attendance, vandalism, and other responses to school, all related to student integration, they are included in this study.

In summary, our purpose here is to show how certain factors which can be controlled by school people -- specifically, six school practices and thirteen school climate factors -- are related to student integration in desegregated urban high schools. Our study is based on correlational analysis, and correlation does not prove causality. However, significant correlations between these practices and climate factors with student integration can help confirm other studies in which these factors have been surveyed or experimentally manipulated. Thus, the argument for causality can be enhanced, and can provide a research base sufficient to guide improved student integration in schools.

FIGURE 2: Definitions of School Climate Factors

Community -	The level of friendship and mutual support school members feel toward each other.
Accessibility and Receptivity -	The availability and openness of school members to conversation and assistance about concerns.
Involvement -	The extent of school members' interest and participation in learning, social and other school activities.
Equal Treatment -	The uniformity of school members' opportunities and treatment in the school.
Groupings -	The extent to which group membership is a positive or negative experience in the school.
Learning Orientation -	The extent to which learning and acquiring academic, vocational and interpersonal skills are emphasized in the school.
Expressiveness -	The extent of originality and open expression of ideas and feelings among school members.
Goal Direction -	The extent to which school members understand and accept what they are expected to accomplish, and are provided a framework for focusing their efforts.
Challenge -	The level of difficulty of school members' goals and tasks, and the pace of effort required.
Dealing With Problems -	The extent of identifying, analyzing and resolving school problems when they arise.
Order -	The extent to which school rules reflect established legal procedures, and are accepted by school members as a legitimate way of maintaining favorable learning conditions.
Options -	The extent of choice available to school members regarding goals, courses, levels of challenge, and social opportunity.
Influence Distribution -	The extent to which school members contribute to decisions regarding rules, procedures, and options.

THE RESEARCH STUDY

Sample

Central office administrators in five city school systems in three northeastern states were asked to identify all of their desegregated high schools with between a 20% and 80% white student population. Twenty-three (23) of the high schools in those cities met these criteria; of those, three (3) declined to participate because of recent racial conflicts, and two (2) schools in one city declined because the teacher's union objected to the study. A plan was developed for TDR staff to administer questionnaires under uniform, controlled conditions to approximately eighty (80) juniors in randomly selected English classes for juniors in the remaining eighteen schools in four cities, for an expected sample of 1,440.

Actually an average of 84 students in each school, or 1,510 in total responded to the questionnaire; but 26 questionnaires (1.7 percent) were missing more than 20 percent of the responses to items or contained evidence of set responses and were eliminated. These additions and eliminations resulted in a sample size of 1,484 student questionnaires for analysis, as shown in Table 1.

Instrument Development

The student questionnaire developed for the study is shown as Appendix A (p. 83), in the form that it was given to students in the sample. The English version of the questionnaire was translated into Spanish and Portuguese; these translations were used with students who were more adept at reading these languages. In Appendix B (p.100), the items are grouped according to the independent (13 school climate, and 6 school

Table 1

Sample Cell Sizes by Ethnicity and Sex

ETHNICITY	BOYS	GIRLS	TOTAL
Asian	29	31	60
Black	275	225	500
Hispanic	66	77	143
Portuguese	20	26	46
White	294	340	643
Mixed and Other	52	49	101
TOTAL	736	748	1,484

practices) and dependent (interracial knowledge, attitudes, reported behaviors) variables. These variables and sample items are shown in Table 2 (pp. 13 - 15).

The general and specific criteria used in developing the questionnaire are outlined in Appendix C (p. 108). To summarize those criteria briefly, the control variable items, such as parents' occupation and education, and prior interracial experience, were derived from items used in previous research. The three "best" school climate items used to measure each of the thirteen school climate variables were selected from several items used in previous research (based on items variances, correlations, and content). Items from the six school practice variables were derived from previous research, or from content analyses of articles describing these practices. Items for the three outcome variables -- interracial knowledge, attitudes, and reported behaviors -- were derived from an instrument developed in previous research on the outcomes of magnet educational programs in Massachusetts (Thomas, et.al., 1977).

Plans were also made for the TDR staff who administered the questionnaires to present and explain the results to key staff on a school-by-school basis. This was done partly to provide schools with some benefit in return for their participation, and partly to observe their reactions to such information. Such information did, as expected, help to guide our development of a process for the measurement and improvement of student integration.

Table 2

Independent, Control, and Outcome Variables

	Sample Items, Coding, or Comment
Independent Variables	
Student Perceptions of School Practices	Six items for each scale
Racial Mixing	"There are many opportunities for me to get to know students from other racial and ethnic groups."
Staff Models	"Teachers from my racial or ethnic group get along well with teachers from other racial and ethnic groups."
Security	"Most student fights have nothing to do with racial or ethnic issues."
Staff Support for Integration	"Our principal likes students of different races and ethnic groups going to the same school together."
Multicultural Exposure	"We have studied a lot about the history of people from other racial and ethnic groups."
Racial Fairness	"Teachers are equally friendly to students of all racial and ethnic groups."
Student-Perceived School Climate	Three items for each scale
Community	Students here have a lot of school spirit.
Accessibility & Receptivity	Most people will take time to listen.
Involvement	On most days I look forward to my classes.
Equal Treatment	Only the smarter students here get the best treatment (-).
Groupings	You need to be in a group to be liked in this school.
Learning Orientation	Learning is more improtant than marks in this school.
Expressiveness	Students discuss their ideas freely in classes.
Goal Direction	The students know the goals of the school.
Challenge	This school doesn't demand enough from students (-).
Dealing with Problems	Students here talk openly about school problems.
Order	Everyone understands the rules in this school.
Options	This school has something to offer students with many different interests.
Influence Distribution	Students help make the rules in this school.

Table 2

(Continued)

Control Variables

Sex	Male = 1, female = 2; also analyzed separately in combination with racial and ethnic groups in some analyses.
Ethnicity	Asian, Black, Hispanic, Portuguese, White, and Other each coded as a dichotomous variable.
Father's and Mother's Educations	Elementary or high school education incomplete =1, high school graduation = 2, further education = 3.
Father's and Mother's Occupation	Unskilled or semiskilled - 1; service, skilled, or sales workers = 2, owners, managers, or professionals = 3; absent parent or guardian given same rank as one present in home.
Family Intactness	Nether parent in home = 1; one-parent present = 2; both parents present = 3.
Years of school interracial or interethnic experience	None = 1, one = 2, two = 3, three to five = 4, six or more = 5.
Years in interracial or interethnic neighborhoods.	Same as school experience.
Present school desegregation	Students of same racial or ethnic group as respondent: most = 1, about half = 2, few = 3.
Present neighborhood desegregation	Same as school desegregation.
Friends outside school	Same as school desegregation
Percent white in school	Obtained from school records.

Table 2

(Continued)

Outcome Variables

Integration Knowledge (.54)	11 items such as, "Japanese Americans were held without trial in prison-like camps by U.S. government during the Second World War."
Integration Attitude (.77)	6 items such as, "It would probably bother me if several families from racial or ethnic groups other than my own moved into my neighborhood."
Integration Behavior (.74)	6 items such as, "During this school year, I have chosen to sit at lunch with students of other racial and ethnic groups."
Current Education Program	Vocational, college, and business each dichotomously coded.
Future Education Plans	College and other education each coded dichotomously.
Marks	Mostly A's = 8, mostly A's and B's = 7, mostly B's = 6, mostly B's and C's = 5, mostly C's = 4, mostly C's and D's = 3, mostly D's = 2, mostly D's and E's = 1.

NOTE: For clarity, most of the items selected for citation are positive indicators of the variable; on the questionnaire, however, some negative indicators were employed to reduce affirmative response set. The internal-consistency reliabilities of the outcome variables are given in parenthese.

Preceding sections of this report identified several "out-of-school" factors such as family socioeconomic status, prior interracial experiences, and the racial mix of the school, known to affect interracial/ethnic attitudes and behaviors. These factors were controlled in the analysis in order to measure the "pure" effects of six school integration practices and thirteen school climate factors on the outcome variables of interest in this study.

This type of analysis, in which the effects of the control variables are removed from the correlations between the variables being studied, is called "partial correlation." This form of analysis is illustrated in Figure 3 (p. 17) where the effects of the control variables are statistically removed from the school integration practices (arrow d), school climate factors (arrow e), and student outcomes (arrow c), before the practices and climate factors are correlated with student integration outcomes (arrows a and b, respectively).

The importance of removing the effects of these out-of-school factors is illustrated in Table 3 (p. 18), which shows the effects of the control variables and the independent variables (e g., school practices and climate), on the outcome variables. The strongest correlation is between the control variables and student integration attitudes (.50). Actually, 66 (or 52 percent) of the 126 correlations between the fourteen control and nine outcome variables are significant at the .05 level. The relatively higher correlations, those between .15 and .40 may be summarized as follows: The number of years of past integrated schooling of the individual student predicts integration knowledge; past number of years of neighborhood integration, as well as present neighborhood integration and present integrated friendships outside of school, predict positive integration

FIGURE 3: Path Diagram of the Effects of School Climate and Integration Practices on Outcomes

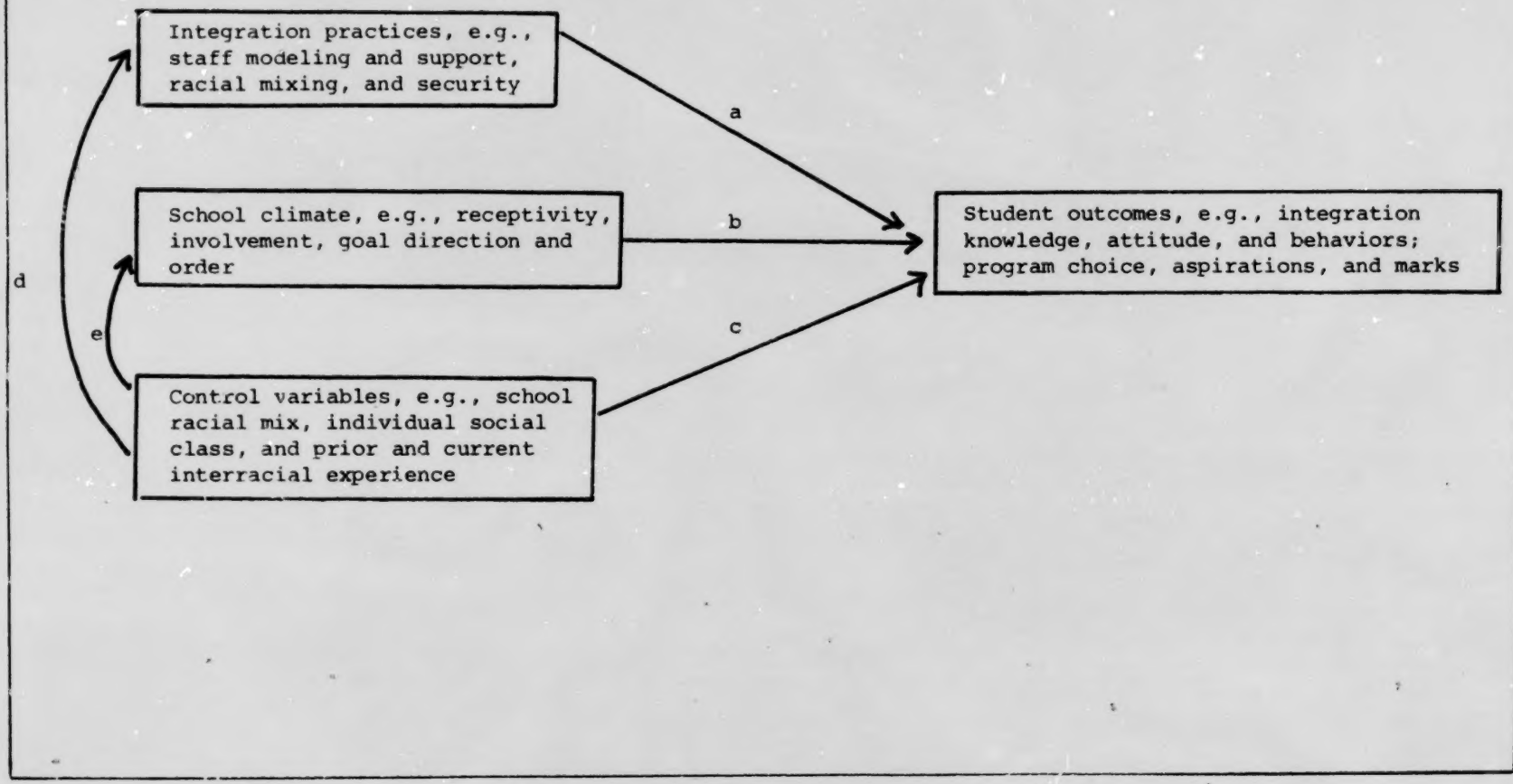
Integration practices, e.g., staff modeling and support, racial mixing, and security
School climate, e.g., receptivity, involvement, goal direction and order
Control variables, e.g., school racial mix, individual social class, and prior and current interracial experience
Student outcomes, e.g., integration knowledge, attitude, and behaviors; program choice, aspirations, and marks
a
b
c
d
e

Table 3

Multiple Correlations of Outcomes With Control Variables and With Both Control and Independent Variables

	CONTROL	CONTROL AND INDEPENDENT
Integration		
Knowledge	.27	.35
Attitudes	.50	.66
Behaviors	.34	.59
Program Choice		
College	.32	.39
Business	.29	.33
Vocational	.25	.29
Aspirations		
College	.30	.36
Other Education	.17	.22
Marks	.27	.36

NOTE: All multiple correlations above are significant beyond the .01 level.

attitudes and behavior.

Blacks express more positive, and whites express less positive, integration attitudes than other ethnic groups; and whites report less positive integration behaviors on their own part than do other groups; girls report more positive integration attitudes and behavior than do boys; girls less often report being in vocational programs and more often report being in business programs; the percent of whites in the school, individual parental education and occupation, and years of integrated school experience predict student enrollment in a college preparation program; college aspirations are also predicted by percent white in the school but not by the other control variables.

By removing effects of the control variables, the significant and partial correlations reported in the following section between school integration practice and school climate take on added importance.

The six school integration practices and the thirteen school climate factors incorporated in the study are all significantly related to student integration attitudes and behaviors (Tables 4 and 5). These practices and climate factors, however, show little or no associations with the other outcome variables of the study: integration knowledge, program choice, aspirations, and marks. Among the school integration practices, Racial Mixing and Racial Fairness are the most strongly related to student integration attitudes and behaviors. Twelve of the thirteen school climate factors show moderate positive correlations with student integration attitudes and behaviors. The remaining factor, Groupings (or cliques), is related to negative attitudes and behaviors.

Among the six school integration practices, Racial Mixing and Racial Fairness show the highest controlled, partial correlations with student integration attitudes and behaviors. As shown in Table 4 (p. 20), Racial

Table 4

Partial Correlations of School Practices With Outcomes

	Racial Mixing	Staff Modeling	Security	Staff Support	Multicultural Exposure	Racial Fairness
Integration						
Knowledge	03	13	-02	04	07	-01
Attitude	41	21	31	28	21	36
Behavior	43	25	26	30	25	37
Program Choice						
College	15	08	01	05	07	09
Business	-04	-01	07	01	-01	-02
Vocational	-06	-02	-01	-03	-05	-04
Aspirations						
College	15	08	04	04	04	05
Other Education	-09	-02	-06	-02	-03	-03
Marks	07	09	00	07	06	09

NOTE: Decimals omitted; read correlations in hundredths. With 1,000 degrees of freedom, correlations of .06 and .08 are respectively significant at the .05 and .01 levels.

Table 5

Partial Correlations of Climate and Outcomes

	Community	Access. & Receptivity	Involvement	Equal Treatment	Groupings	Learning Orientation	Expressiveness	Goal Direction	Challenge	Dealing With Problems	Order	Option	Influence Distribution
Integration													
Knowledge	-03	-03	02	-02	-12	02	02	01	02	00	-05	-03	00
Attitude	17	21	25	19	-19	19	17	17	07	19	10	15	18
Behavior	18	18	22	15	-13	18	15	15	05	16	10	14	14
Program Choice													
College	11	10	08	05	-02	06	06	10	07	03	-02	05	10
Business	-05	-01	-06	-01	05	00	-01	-04	-03	-01	04	-02	-04
Vocational	02	-01	00	-05	01	-00	-06	-01	03	-03	-03	06	-05
Aspirations													
College	12	10	12	03	01	05	06	07	04	04	02	02	10
Other Ed.	-08	-05	03	-04	01	-00	-01	-05	-04	-04	-01	00	-00
Marks	03	07	11	05	01	06	12	05	-05	07	-01	16	14

NOTE: Decimals omitted; read correlations in hundredths. With 1,000 degrees of freedom, correlations of .06 and .08 are respectively significant at the .05 and .01 levels.

Mixing shows the highest correlation with interracial attitudes (.41) and behaviors (.43). Racial Fairness is close behind with correlations of .36 and .37 respectively. These correlations are quite strong, given that the effects of many out-of-school factors that also affect student attitudes and behaviors have been removed from this association. Staff Modeling, Security, Staff Support for Integration, and Multicultural Education, also show positive associations with student interracial/ethnic attitudes and behaviors at high levels -- comparable in fact, to many of the out-of-school factors controlled for in the analysis.

Nearly all the school climate variables are slightly but significantly related to integration attitudes and behaviors in the expected direction, when controlled for student background, prior interracial/ethnic experience, and percent white in the school. The single negative correlation suggests that the extent of student cliques in the school is associated with less positive integration knowledge, attitudes, and behavior. Ten of the 13 aspects of climate -- Community, Accessibility and Receptivity, Involvement, Learning Orientation, Expressiveness, Goal Direction, Challenge, Dealing with Problems, Options, and Influence Distribution -- are significantly associated with the choice of a college program, college aspirations, marks or more than one of these outcomes.

The partial correlations between school practices and school climate are in the same direction for boys and girls of the separate racial and ethnic groups and cities, as they are for the total sample. This consistency suggests that effective school integration practices and favorable school climate are generally beneficial to all subgroups in all four cities, rather than beneficial to the integration for some subgroups or cities and detrimental to those of others.

Since there are 19 independent variables (i.e., 6 school practices and 13 school climate factors), 14 control variables, and 9 outcomes, (Table 2, p. 13) there is a risk of exploitation of a few significant relationships arising by chance from many that are analyzed. To guard against this possibility, canonical and multiple correlations were computed. The canonical correlation of the causal variables (that is, the control and independent variables) with the outcomes of .79 is significant beyond the .001 level, and shows that the probability of chance relations between these sets of variables is very low. This analysis warrants added confidence in the results.

The intercorrelation of all variables in the study are shown in Appendix D (p. 113). This technical appendix also contains more detailed analysis, such as the psychometric properties of the student questionnaire, and the factor structure or nature of clustering of the variables. In the following section, the practical implications of the findings are discussed, and translated into guidelines for measuring and improving student integration in schools.

GUIDELINES FOR MEASURING AND IMPROVING STUDENT INTEGRATION IN SCHOOLS

Overview

In this section, practical suggestions are given regarding what to change, and how to change, in order to improve student integration in schools. Before turning to these suggestions, we offer a brief review of the concepts used, and the findings and implications of the study.

Student integration - the outcome to be improved - refers to the extent and quality of relations between students of different racial and ethnic backgrounds within a school. This is not to be confused with school desegregation, which refers to the present racial composition of the overall school. For example, in some "desegregated" schools, there may be resegregation or separation by racial or ethnic groups (i.e., "extent of relations"). In other schools, students of varying racial or ethnic backgrounds may interact, but in unfriendly, hostile or violent ways (i.e., "quality of relations"). In a well integrated school, students of different racial and ethnic backgrounds interact freely and openly with one another, and their interactions are friendly, supportive and conducive to learning.

In this study, the extent and quality of relations are measured in terms of individual student's attitudes and reported behaviors toward people of other racial and ethnic groups. Positive student attitudes and behaviors are found in this study to be associated with six school integration practices and thirteen school climate factors. The findings of this study probe but do not prove causality, but the argument that these school characteristics affect student integration is strengthened by many other supporting survey and experimental studies. In our opinion, the research base is now sufficient

to guide improved school practice. Such practice is the subject of the remainder of this section.

School Practices Related to Student Integration

The six school integration practices and thirteen school climate factors employed in this study are all significantly related to student integration. Furthermore, these school characteristics are alterable - they are under the control of a school to improve and maintain at high, positive levels. The magnitude of their association with positive student attitudes and behaviors varies, suggesting that efforts in some will have greater effect than in others. This differential effect is shown in Table 6 (p. 26).

Specific school activities for improving these practices and climate factors are described below, in the order of their probable magnitude of effects on student integration. These activities are derived from an extensive literature search on available research and practice. Several examples are given, so that school can choose those that are consistent with their philosphy and particular circumstances. These activities describe what to change. We then turn to a step-by-step process of how to put these activities into practice in a school.

1. Racial Mixing: the extent to which students of different racial and ethnic groups associate in learning, social and recreational activities.

Twenty-five years ago Gordon Allport (1954) wrote that contact between racial and ethnic groups leads to reduced prejudice, if such contact is prolonged, is between equals in the pursuit of common goals, and is sanctioned by those in authority. Since that time, others have demonstrated that racial mixing of this kind promotes positive interracial/ethnic attitudes and be-

Table 6

Differential Effect of School Practices Related to Student Integration

Probable Level of Effect	School Characteristic	Controlled, Partial Correlation With Student Integration*	
		Attitudes	Behaviors
	SCHOOL INTEGRATION PRACTICES		
HIGH	Racial Mixing	.41	.43
	Racial Fairness	.36	.37
MODERATE	Staff Support for Integration	.28	.30
	Security	.31	.26
	Staff Modeling	.21	.25
	Multicultural Exposure	.21	.25
	SCHOOL CLIMATE FACTORS		
MODERATE/LOW	Involvement	.25	.22
	Accessibility and Receptivity	.21	.18
	Learning Orientation	.19	.18
	Community	.17	.18
	Dealing With Problems	.19	.16
	Equal Treatment	.19	.15
	Groupings	-.19	-.13
	Expressiveness	.17	.15
	Goal Direction	.17	.15
	Influence Distribution	.18	.14
	Options	.15	.14
	Order	.10	.10
	Challenge	.07	.05

*Correlations of .06 and .08 are respectively significant at the .05 and .01 levels.

haviors, and in some cases, promotes improved student achievement (DeVries, et.al., 1977; Slavin and Madden, 1978). Schools can establish or maintain this kind of racial mixing in;

. cooperative learning teams,

. learning-team competition,

. athletic teams,

. social and recreational activities, and

. one-to-one activities.

Cooperative learning teams are typically groups of 4-6 students of different racial/ethnic backgrounds, achievement levels and sex which are assigned learning tasks, varying from rote memory to problem solving. In a technique called "Teams-Games-Tournament," or TGT, teammates study together and help each other to learn academic material. At least once a week, the members of each team compete with members of other teams in simple academic games to gain points for their team. This competition, the game tournament, takes place between students of approximately equal past achievement. In this way, each student has an approximately equal and substantial chance to contribute to the cumulative score of his or her team. A weekly newsletter contains team standings and recognizes students who have made outstanding contributions to their team scores. (A more complete description of TGT is given in DeVries and Edwards, 1974).

TGT is the most thoroughly researched of the techniques used that involve cooperative learning teams. It is also the only technique now available for which impact on academic achievement as well as on interracial attitudes and behaviors is documented. The impact of cooperative learning teams on interracial attitudes and behaviors is observed regardless of whether the teams compete or not (Slaven and Madden, 1978; Johnson and Johnson, 1974).

Several variations of cooperative learning teams have also been found to promote positive race relations in schools. Aronson, et.al. (1975), used an approach called "Jigsaw Teaching" in several elementary classrooms in Austin, Texas. Wigel, Wisner and Cook (1975) used a more general team technique and found increased cross-ethnic helping behavior in mixed black, Chicano, and Anglo secondary school classes in Denver, Colorado. Slavin (1977) used a technique called "Student-Teams-Achievement Divisions" to increase cross-racial liking and helping in a Baltimore, Maryland junior high school.

Genova (1975) and Thomas, et. al. (1977) observed improved student integration in part-time magnet educational programs that featured intensive, cooperative team efforts. For example, one particularly successful effort sent interracial teams of city and suburban students into that city to learn public transportation routes, and interview people along the way and at certain public facilities. When the urban, minority students realized that their street savvy was appreciated by suburban whites, most of whome were fearful of the city, their esteem and initiating behavior soared, and special interracial/ethnic bonds were established that endured and deepened throughout the program. In contrast, other programs which merely mixed students by race and ethnicity for individual student or teacher directed activities had small or even negative effects on racial attitudes and behavior.

These studies vary considerably in setting and methodology, but all contained the essential elements - multi-racial/ethnic, cooperative learning teams interacting for an extended period (at least six weeks) on learning tasks, and rewards to teams for their group product.

Interracial association and acceptance have been observed less systematically for decades in athletic teams, in social and recreational activities, and in racially mixed, one-to-one activities. Cooperative learning teams and these other activities that promote student integration share in common the characteristics referred to by Allport, as cited above. They also structure interdependencies among students from various racial and ethnic groups, and they feature cooperative group rewards. In this way, students share in task-oriented efforts on equal-opportunity terms, and they acquire information that enables them to individualize (rather than stereotype) each other.

Simply desegregating schools and classrooms does not in itself create such interracial/ethnic dependencies and shared rewards. In contrast, learning teams that are mixed by race, ethnicity, sex and varying achievement levels incorporate constructive cooperation and competition, and promote student integration. We are not suggesting that every classroom be organized into learning teams, but that some teachers be trained to offer this powerful type of experience to all students for an extended time somewhere during their schooling.

One cautionary note: When teams compete, some teams win and some loose, irrespective of the nature of the rewards employed. If professional athletic teams are any example, most of us have been witness to the ugly side of competition, in which flareups of racial conflict among members of losing teams is not uncommon. Perhaps this owes to a natural tendancy or need to place the blame on a scapegoat, which may rekindle deep-seated prejudices. However, in the hands of skillful teachers who understand and are prepared to

deal with such matters, provisions can be made for anticipating and dealing with such conflict, which can be included as part of the learning objectives of cooperative/competitive team activities.

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2. Racial Fairness: the extent to which students perceive that people of different racial and ethnic groups are treated equally in the school.

Most students enter school with the expectation, reinforced by (or derived from) their parents, that they will achieve, and will be subject to a uniform application of school rules and discipline regardless of their racial or ethnic backgrounds. There are, no doubt, many instances where such expectations are reasonably met. However, the stark reality (in many urban, desegregated secondary schools, especially) is that black and other minority students, as well as disadvantaged white students are overrepresented in lower achieving and lower status "tracks", are "disciplined" more, have higher suspension rates, receive less positive reinforcement, receive lower average course grades, and are served less or steered into less promising futures by guidance personnel (St. John, 1975; Hillman, et.al., 1977; Nevas, 1977; Gordon, 1976; Forehand, 1976). The result in these situations is student (and parent) confusion, anger, hostility, and alienation, which perpetuates into worsening cycles as students who act out these frustrations are pushed further to the "bottom" of a school's many ladders (Briggs, 1978).

In this study, student's perceptions of racial fairness are strongly associated with positive attitudes and behaviors toward other racial/ethnic groups. In addition to measuring student perceptions, a school can also guage the extent of racial fairness by examing the distribution of students of varying racial and ethnic groups according to:

. course grades,

. disciplinary action,

. service by guidance personnel,

. types (and status) of programs enrolled in, and

. membership in other school activities.

If the percent student distribution by these categories is widely disproportionate to the percent distribution by racial and ethnic groups in the school, it is hard to imagine that racial fairness prevails.

If racial unfairness prevails, or if higher levels of fairness are desired, in our view the teachers and administrators of the school will be required to (1) confront and accept that reality as undesirable, (2) place a high value on improving the situation, (3) be trained in skills and understandings required to bring about improvement, and (4) be supported within an organization and reward structure that reinforces racially-fair practices.

This is a tall order for many urban, secondary schools especially, where long-tenured staff attitudes and behaviors are hardened, where the proportions of minority and disadvantaged white students are increasing, where bureaucratic and union rigidities and reduction-in-force restrict renewal, and where the easiest (and perhaps most rational in that situation) posture is to "go along" with present practices. Furthermore, societal inequities offer a ready rationalization for such timidity.

There are nonetheless some things which a school can do that will improve racial fairness, but given the scope and complexity of the problem, these things must be part of a larger effort. As described in the following section on "how to change", improved racial fairness is treated as one part of a total school imrpovement strategy consisting of several mutually reinforcing components. For example, the effective use of cooperative learning

teams (described above) will contribute to improved racial fairness by giving equal opportunity, equal status, and rewards to team members of varying racial and ethnic groups. Providing integrated staff modeling, school security, equitable discipline, and other practices described below will also contribute to improved racial fairness. Thus, our recommendation is that a school not attempt solely to improve racial fairness, but to include it as part of a multiple component approach to school improvement.

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3. Staff Support for Integration: the extent to which students perceive that their teachers and administrators promote supportive interracial association, and acknowledge and deal effectively with racial and ethnic differences.

Staff support, neutrality, or opposition to desegregation and integration is demonstrated to students repeatedly by what the school staff say and do on a day-to-day basis. Support, neutrality, or opposition are also demonstrated by the board of education, parents, and the surrounding community. The positions taken by these various groups are mutually influential, and may form a chain of reactions from the "top" down.

The extent and quality of student integration depends in part upon (and perhaps starts with) clear policy from boards of education, superintendents, and principals, in peaceful acceptance of school desegregation (St. John, 1975; Nevas, 1977). Top level endorsement sets an example for staff and assures that they will be backed up when faced with resistance or conflict. Top level support is also required for the allocation of resources necessary to promote student integration, such as inservice training, multicultural curricula, and the like. There is also evidence that especially in the planning stages, broad-based involvement of staff and community in the planning of desegregation and integration practices, is required (Gordon and

Brownell, 1972).

Principals' attitudes and efficacy seem especially critical, as models for supportive teacher attitudes and efficacy (Forehand and Rock, 1976). In newly desegregated schools, many white teachers especially tend to be overwhelmed by racial/ethnic differences, socioeconomic differences, and disparities between the achievement levels of minority and disadvantaged white and middle class white students. In this situation, it is critical that the principal:

- establish and communicate clearly acceptance of desegregation,
- set student integration as a high priority goal,
- translate that support into effective school programs.

A program that will promote student integregation must have several, coordinated thrusts, which are deliberately planned, monitored, and altered as the situation demands (Strickler, 1974). The guidelines presented in this section of the report made up such a program, in which racial mixing activities, racial fairness, multicultural exposure, and the like, are components of a total program. Teachers, upon whom the burden of carrying out specific activities of the program components falls, typically require inservice training to accomplish these tasks effectively (Hillman, 1977). One of the more difficult tasks is for teachers to give equal, positive reinforcement to minority and disadvantaged white students, as minority and white teachers alike tend to favor middle-class students in classroom questionning and reinforcement practices.

Continuous, visable support and guidance for the activities in a student integration program are required of the principal if the effort is to be successful (Forehand, et.al., 1976; Brezner, 1969). Turnage (1972) advocates

a school improvement role for the principal, with training and skills in human relations, group process, and organizational dynamics. Her survey reveals that effective principals performing a change agent role require power-status, derived from either court-order or the district administration. The principal's role appears also to be critical in establishing security, which is one of the correlates of student integration in this study, and to which we now turn.

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4. Security: the extent to which students feel safe in and around the school in their associations with students of different racial and ethnic backgrounds.

Security is defined here as safety from harrassment, threats, theft or bodily harm. In the present study, students who report feeling safe in their associations with students of varying racial and ethnic backgrounds, also show more positive interracial attitudes and behaviors than students who report feeling unsafe. According to a major study recently completed for the National Institute of Education (Violent Schools - Safe Schools, 1978), student crime and disruption is more likely to occur in large city secondary schools, especially those in cities and neighborhoods with high crime rates. Yet, even in these settings, the schools found most effective in providing security and safety for students (and staff) are those in which:

- the principal establishes an equitable structure of order, and is visable,active and effective in dealing with violence and disruption,
- a highly representative governance system fosters acceptance of rules and regulations by the majority of school members, and
- an incentive structure exists in which students perceive and value the rewards provided for learning.

Order, representative governance, and incentives for learning are all related to school security, which is in turn related to the extent and quality of student integration. The typical response to student disruption and violence is, however, to focus exclusively or primarily on tightening the controls. Because such a limited approach can make the situation worse, these factors warrant the more extensive explanation that follows.

In the development of school security, irrespective of racial/ethnic concerns, one essential first task is the establishment of sound policy and procedures regarding acceptable and unacceptable behaviors (NIE Safe Schools Study, 1978). Where a school draws the line is a matter of local judgment and values, based on humanistic and legal principles. In an Education U.S.A. special report, Discipline Crisis in Schools (1973), a survey of 400 school districts revealed a wide variation in what are considered acceptable and unacceptable behaviors in schools across the country.

> The type of behavior that warrants "extreme disciplinary measures" varies from district to district, according to the responses to the Education U.S.A. special report survey. Some administrators who "think they've got problems" might change their minds when faced with those of another district. "Just seeing some of the big problems faced by another district made me aware of how much we were over-emphasizing picky, little rules," said one educator.

Despite local variation, however, the degree to which the policy and procedures are "firm, fair and consistent" (NIE Safe Schools Study, 1978, p. 10), appears to be the key to the reduction and management of disruption and violence in schools.

Though essential, the establishment of a sound discipline program is, by itself, not only incomplete, but can be dangerously misleading. Many schools create a "myth of coercive control" (Metz, 1978, p. 244) in over-

emphasizing rules and regulations, and in swift and efficient punishment of all infractions. Howard and Jenkins (1974) found that many educators unwittingly adopt a "repressive approach" that traps them into a self-defeating cycle:

> More rules, stricter enforcement, more efficient pupil surveillance, suspensions of privileges, or additional rules imposed by the Board of Education. School Administrators, faced with increased public concern and lacking well-defined alternatives to such repressive measures, tend to accede to public pressure, thereby making matters worse. (Howard and Jenkins, 1974, p. 1)

The danger is that a school can appear to be "successful" in controlling student behavior, yet actually create an environment of oppression that "alienates the students yet further from the school and its educative purposes," (Metz, 1978, p. 245). Typically, the result is a self-defeating cycle in which overemphasis on rules breeds more resentment and defiance, which leads to more rules, which in turn breeds more defiance, and so on, until the school's main preoccupation is with control rather than teaching and learning.

In the preceding discussion we treated student disruption as a problem for which schools must operate an effective program of rules and regulations. Such procedures are essential, but they do not address the underlying causes of behaviors that consciously or unconsciously are intended to subvert the goals of the institution in question. Disruption, crime and violence are concerns common to all institutions. In business and industry, for example, chronic absenteeism, theft, vandalism, and a host of other acts against the very organization that provides a job, are not only disruptive, but waste billions of dollars annually. The question that plagues those responsible for administering such institutions is why people appear so willing to "bite the hand that feeds them."

David and Siegenthaler (1978) examined cross-cultural studies of disruptive behavior in a variety of institutional settings, such as schools, prisons, hospitals, and business and industrial organizations.[1] Their conclusion is that disruption, vandalism and crime are universal means by which people try to exercise some control, real or imagined, over what they perceive to be oppressive, institutional power. Such attempts at counter-control are necessary, as they enable people who are or feel oppressed to try to satisfy basic human needs, such as the need for self-directed purpose and meaning, self-respect, attainment and responsibility.

In a sense, schools are the victims of their principle virtue -- the promise traditionally held for education. Schooling has been viewed by generations of Americans as the surest route to economic and social advancement. In the last several years, however, Americans have suffered a profound dissillusionment with the promise. Because of economic retrenchment, shifting values, and a host of other factors, we have fallen into a decline in student achievement, motivation, and the value placed on continued schooling. The net effect of these trends is an underlying malaise that has created in many of our schools a climate of anger, low morale, aimlessness, and acceptance of mediocrity. In his recent, provocative book, The Culture of Narcissism: American Life in an Age of Diminishing Expectations, Christopher Lasch (1978) explains the resulting malaise that permeates our schools in terms of major changes in contemporary American culture:

> The deterioration of the educational system thus reflects the waning social demand for initiative, enterprise, and the compulsion to achieve. (p. 126)

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[1] Included are reviews of Bettelheim (1943), Goffman (1961), Gouldner (1954), Rawick (1972), and Schein (1946).

The decline in attainment, and generalized malaise, permeates our urban schools especially, partly because of increases in the proportion of poor and minority students that attend urban schools. There is evidence that poor and minority parents believe in the promise of education for their children more fervently than do white, middle-class parents. These high and often unrealistic aspirations communicate themselves to the children, and are the source of much anxiety in school for students from poor and minority group families (Katz, 1968). The fact remains that most students from poor and minority families are the poorest achievers in schools. For these students, and their parents, the discrepancy between aspirations and attainment is the largest, and is the most demoralizing.

The feelings of powerlessness that derive from such school failure, and the weight of the dim future prospects that such failure implies, are at the root of much disruption and violence in the schools. It has been found, for example, that in schools where black student achievement is the lowest, the suspension rates of black students are disproportionately high. Many students who fail or do poorly in school "act out" against what they perceive as a hostile institution. Others, perhaps even more, draw less attention by passive withdrawal. Whether active or passive, such students work against the goals of the school as a mechanism to maintain their self-esteem.

By junior and senior high school, individual acts of disruption and violence are partly replaced by group acts, based on an increasingly structured and cohesive "peer subculture:"

> From the perspective of collective power, the function of student subculture provides an alternative explanation for the causes of rowdy, mischievous, vandalistic, or violent behavior at school. This perspective ..... leads us to a structural explanation of students' individual and collective behavior at school. (David and Siegenthaler, 1978, p. 261)

Thus, if student disruption and violence is functional - serves some purpose - to meet students needs, then part of "the problem" of developing school security is to make sure that the school develops student cooperation and involvement by satisfying basic human needs, such as attainment and self-respect, in acceptable and productive ways.

Beyond normal, youthful mischievousness, and contrary to the belief of many adults, most students are willing to study and learn in schools if they perceive reasonable support, and hope of achievement (Brookover, Schwitzer, Schneider, Beady, Flood, and Wisenbaker, 1978). "Hope of achievement" has been factored into three essential components: feelings about one's capability for successful school achievement; feelings about one's worthiness for school achievement; and feelings about the likelihood of reward for school achievement. Thus, the school must demonstrate to each student that he is capable, worthy, and is rewarded by school achievement, in order to develop self-discipline and self-motivation. What is required is a school environment that is conducive to learning, the application of realistic achievement standards according to individual capabilities, and the use of curricula and instructional practices that demonstrate to students that they can master what is presented to them. Thus, the major challenge in the development of school security is sufficient order to facilitate learning, yet at the same time demonstrate to the students that it is profitable for them to share in the educational goals of the school.

> Public schools have a paradox at their very heart. They exist to educate children, but they must also keep order. Unless the children themselves are independently dedicated to both these goals, the school will find that arrangements helpful for one may subvert the other. Yet to sacrifice either for the other is to default upon a school's most fundamental responsibility to both the student and society. (Metz, 1978, p. 243)

To return to the points made earlier in this discussion, it is essential that the principal and staff understand the complexity of these security issues, and not fall into the trap of overcontrol in their establishment of an equitable structure of order. A highly representative governance system is required to enable school members to have influence (power) in school affairs. And finally, providing an incentive structure sufficient for learning can raise achievement, the absence of which is a major cause of disruption and violence in schools, irrespective of race. How such order, governance and incentives can be improved in schools are further discussed under school climate factors, later in this section.

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5. Staff Modeling: the extent to which adequate ratios of white and minority adults make up the school staff, and associate openly, cooperatively, and with equal status.

Research does not offer clear guidelines as to what "adequate" ratios of white and minority staff might be, although some offer 20% to 80% white as an outer range (Pettigrew, 1978). (The research on optimal ratios of white and minority students is also unclear.) It appears that at some point, too few staff of any group can promote isolation and stereotyping (St. John, 1975; Gordon and Brownell, 1972).

Beyond the sheer ratios of white and minority staff, the extent and quality of their interactions appear to have profound effects on student integration. Specifically, staff provide role models that students imitate.

For example, if white and minority staff avoid each other, argue or are in conflict, or ignore student racial conflict, students will likely follow their example (Forehand, et.al., 1976). Gordon (1966) even found that lack of after-school interaction among students of different races mirrored that practice among teachers. Thus, it seems clear that students are unlikely to display unbiased behavior and interest in interracial association unless school staff set an example.

Research also shows that minority staff need to have equal status to the majority staff in the school. Minority students need to see adult members of their own racial/ethnic group distributed among majority staff in positions of power and authority. If they see adults of their own racial/ethnic group mostly or exclusively in low status jobs, they will see themselves as having low status in the school.

In studies of hundreds of students in both segregated and desegregated schools, it has been found that students achieve better, faster and more effectively when the adult administering the reinforcement is of the same race as their own. In his review of literature, Katz (1968) found that black students perform worse and experience more stress when the test administrator is white. Thus, it appears that when the majority staff have more power and prestige, they tend to adversely effect the self-esteem, confidence and anxiety levels of minority students. Without adequate staff role models, minority students are less likely to integrate with majority students on an equal plane.

Typically, an urban school has limited control over the proportion of minority group staff that it has, as such decisions are often shared with district level personnel. However, a school can evaluate the extent and

quality of interracial association among its existing staff, and can make improvements where warranted. Such changes are unlikely to occur by chance, however, and like the other improvements advocated in this section, require leadership, training, and persistent effort.

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6. Multicultural Exposure: the extent to which students study and discuss unique and common aspects of the history and culture of various racial and ethnic groups.

An Anglocentric focus is traditional in American public schools, and derives from a long history in which the public schools were viewed as a primary mechanism for socializing immigrant and lower class children to conform to the norms and expectations of a society dominated by Anglo-American institutions and values. However, the omission of black history and the culture and achievements of other American minorities from school texts and curricula is now generally recognized as inappropriate to the goals of cultural pluralism. Many schools have introduced multicultural materials and studies into the regular school program, but the effects of such programs have not been clearly demonstrated (Mercer, 1976).

Banks (1978), Cortes (1978), and Gay (1978) have shown that a multicultural curriculum can contribute to a climate of mutual respect and to minority students' sense of identity and self-worth. However, many differing approaches to multicultural education are in practice, with differing effects If the approach is primarily cognitive, focused on history and knowledge, its effects on student attitudes and behaviors is marginal. In a major review, Slavin and Madden (1978) found little or no effect from multicultural texts or from class discussions of race. Others have found that

multicultural exposure can have positive effects on students' attitudes and behaviors, if they also involve direct interracial contact in a cooperative setting (Forehand, et. al., 1976; Thomas, et. al., 1975; Genova 1975). Such interaction is apparently necessary because it adds an affective dimension to the experience, more closely associated with attitudes and behaviors.

The foregoing is not an argument against the use of multicultural exposure, but rather an argument for the inclusion of a strong experiential component. For example, cooperative learning teams (see p. 27), field trips, participation in cultural events, clubs, social events, assembley programs, all offer activities that may be combined with multicultural education. (For further guidelines on multicultural education, see the National Study of School Evaluation (1973).)

The present study has demonstrated that school climate has a moderate to low -- but still significant -- relationship to student interracial atittudes and behaviors. This finding supports other studies as well as the intuitive observations of many practitioners and lay observers of schools. School climate has also been related to student achievement, attendance, interest in school, vandalism, and staff morale (Moos and Moos, 1978; Brookover, et.al., 1978; Genova and Walberg, 1977). Thus, efforts to improve school climate for better student integration are likely to improve other aspects of the school as well.

In this section we briefly discuss what some schools in Massachusetts have done to improve the thirteen school climate factors used in this study. Systematic efforts to measure and improve focused aspects of school climate are rare, and fairly recent. One example is an approach described in a Phi Delta Kappa publication School Climate Improvement: A Challenge To The School Administrator (undated). That book employes a broader definition of school climate than we do here; instruction, resources, and the school plant are included. In our conception, these aspects contribute to the climate, but do not constitute the climate, per se.

The experiences described here come from widely varying schools, and thus their wholesale adoption is not suggested. They do give examples of what can be done, however, and we have found that their incorporation in our training has given school members ideas from which they have developed improvement plans tailored to their own settings. In the examples that follow, successes, failures, pitfalls, and yet to be determined outcomes are all described.

The key to identifying school-specific improvements is to begin with an assessment of each of the climate elements, and then to identify the reasons for the several assessments. For example, if accessibility and receptivity are rated low, this may reflect teacher avoidance of students outside of classes, or -- quite different -- something about the school schedule itself that inhibits contact. Each of these underlying problems would require different solutions. Thus, it is extremely important to base improvements on a thorough diagnosis of the reasons (causes and contributing factors) for the student ratings. In the discussion of the school climate factors below, the examples given are actual school cases of such reasons-solutions.

1. Involvement: the extent of school members' interest and participation in learning, social and other school activities.

There are two sides to involvement -- actual participation in school activities, and genuine psychological investment. For example, some students (and staff) engaged in school activities simply go through the motions mechanically, and without enthusiasm. Granted, not all school activities are inherently interesting, but we are referring here to degrees of involvement. We have found three basic patterns in the schools that we have worked with on school climate.

In some schools, there is little participation in out-of-classroom activities, and many students simply mope through their daily routines like drones. Typically, such schools are characterized by a generalized apathy, which is reflected in a "flat" school climate profile, in which the ratings for the thirteen school climate factors show little variation. In such schools, school members apparently don't care enough about the school to rate it high where praise is warranted and low in those areas

where criticism is deserved. We have found it ironic, and sad, that in schools with overall apathy, even the school climate improvement teams reflect this condition, and improvement has not been forthcoming. Such schools apparently require a dramatic change in leadership to break out of their sterile mold.

In other schools, we have found high actual participation in a variety of school activities, accompanied by low psychological investment. Apparently, such involvement is largely ceremonial, or done primarily for reasons of conformity. In such schools we have found school activities to be highly teacher-directed, and interest and enthusiasm has improved by increasing student participation in planning and conducting school activities. This finding is supported by the third pattern -- high actual participation, and high, genuine psychological investment -- in which students are highly involved in planning and conducting many of the school's activities.

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2. Accessibility and Receptivity: the availability and openness of school members to conversation and assistance about concerns.

In some schools, students feel that it is difficult to find teachers, administrators or guidance counselors who either have much time for assistance, or are willing to talk about students' concerns. This may reflect general avoidance, or it may reveal other problems in the school.

For example, in one school it was found that teachers, angry with salary provisions of their new contract, adopted an attitude of minimal work. The principal held extended discussion with faculty, and found ways of reducing corridor and lavatory patrol duties in exchange for increased time for teacher-student assistance outside of the classroom.

In another school, it was found that the bus schedule was the

problem. Most students took the early bus, which left ten minutes after the last class, and avoided the late bus, which left one and one-half hours after the last class. With only ten minutes available, a few students could see teachers for extra help -- and the majority, thus frustrated, rated the teachers low on accessibility and receptivity. By delaying the early bus by twenty minutes, and advancing the late bus by thirty minutes, the situation was vastly improved.

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3. Learning Orientation: the extent to which learning and acquiring academic, vocational and interpersonal skills are emphasized in the school.

In many secondary schools, students state that they are more interested in getting good course marks than in learning. One such school decided that its reward system encouraged this attitude. So much was made of marks that students actually pushed and shoved each other to view the rank-in-class list posted in a display case within hours of each grading period. Also, elaborate drill sessions were conducted by teachers to prep students for the SAT and other college board tests. Since most of the pressure was traced to the families in this upwardly mobile town, a parent-student-staff committee was formed to analyze and advise on the matter. The key element of its recommendations were a "learning contract" approach for individual students, coupled with a parent information program. It is anticipated that students will learn more, score higher on tests, and find greater satisfaction and less anxiety in schooling.

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4. Community: the level of friendship and mutual support school members feel toward each other.

There is a striking correlation between school size and sense of community. Large schools tend to be seen as more impersonal than small schools. Recognizing this problem, many larger schools have grouped

students into smaller units, such as "houses" and "clusters." In some schools, these smaller units are made up of members of one grade level, while in others members from all grade levels are represented. We have found that while forming subunits allows for more of a sense of community within the subunits, it often results in isolation from the total school communinity. Some schools have ameliorated this problem by scheduling more activities that mix subunits, such as athletic and social activities.

In other schools, irrespective of size, we have observed that many teachers conduct classes in a rather impersonal or unfriendly manner. This forces students and teachers to associate primarily with their peers, and results in a low level of community spirit. Some schools have improved their sense of community by increasing student-teacher interaction in after-school activities, which fosters more personal associations. Other schools have improved their sense of community through more meaningful, total school-community activities.

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5. Dealing With Problems: the extent of identifying, analyzing, and resolving school problems when they arise.

Schools that have improved their capacity to resolve problems when they arise have focused on communications and special task groups. Adequate communications among all members of the school are essential in identifying problems before they grow more serious, and in letting school members know what the response and effect has been. In many schools, word spreads faster about problems than solutions, leaving members to wonder if anyone is doing anything about them. This adversely affects morale, and lowers the sense of community.

If the burden of dealing with problems falls mainly or exclusively on the principal and assistant principal(s), there is a severe limit to

the possible responses and their effectiveness. A few people can only do so much, especially administrators who have a myriad of other duties. Some schools that we have worked with have extended their problem-solving capability by forming special task groups to deal with problems, as well as with future planning. For example, groups may be formed to focus on curriculum and instruction, school governance and discipline, athletics and social affairs, guidance and counseling, and community relations. By carefully defining the role of these groups, they can be empowered to take action in some areas, and to make recommendations in others. As problems arise, the principal can channel them to these groups for resolution or advisement.

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6. Equal Treatment: the uniformity of school members' opportunities and treatment in the school.

This school climate factor did not correlate as highly with student interracial atittudes and behaviors as Racial Fairness did (see p. 30). This apparent contradiction is likely due to differences in the emphasis of the items used as measures of these factors. Equal Treatment includes items regarding equity in assigning student course marks, teacher assignments, and group status, irrespective of race. In contrast, the Racial Fairness items focus on equal treatment of the various racial and ethnic groups in the school regarding rules and expectations.

In the schools that have been rated low on Equal Treatment, it has been found that the problem typically lies with certain subgroups within the school. In some schools certain minority or disadvantaged white students feel unequally treated. In other schools, female students or students in vocational programs have rated the school low on Equal Treatment.

Once the most disaffected student groups are identified, representatives can be interviewed for a more detailed understanding of the specific situations in which they perceive inequity. They can also be included in developing and implementing improvement ideas, which is in itself a step toward greater equity.

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7. Groupings: the extent to which group membership is a positive or negative experience in the school.

It would be futile to try to eliminate groups or cliques, as forming groups is a natural human phenomenon, which takes on added importance in adolescence. Thus, the point here is not to eliminate groups or cliques, but to make it possible for flexible group membership, or not belonging to groups, to be acceptable. For example, if "jocks," "grinds," and "freaks" - or whatever the local labels -- cannot mix without conflict, group membership can be a negative experience.

Several schools concerned over frozen cliques have made improvement efforts, but as of this writing none has been successful in making group membership more flexible. Included among the improvement efforts have been more heterogeneous classroom and activity assignments, more public recognition of the accomplishments of students associated with lower status groups, and diminished competition over class rank. To date, no appreciable improvement has been discerned. Either these interventions have been insufficient, or the phenomenon is particularly resistant to change, or both.

Our recommendation to schools concerned about negative groupings is to probe more carefully into the reasons why exclusive group membership may be especially functional. It may well be that "deviant" groups are forced into exclusivity as a way of gaining peer recognition, in the face of being relegated to a low status in the school as a whole. For example, low

achieving students often group together, especially in a school with a focus on academic rewards. In those cases, such cliques may be opened up through efforts that raise their achievement, and expand the reward structure beyond academic accomplishments. The point is to give status to a variety of accomplishments in non-academic areas as well.

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8. Expressiveness: the extent of originality and open expression of ideas and feelings among school members.

It is important to understand and recognize the difference between expressivness and disruption. As defined here, expressive behavior is a constructive part of the learning and developmental process. Sometimes what students may label "expressing myself" is (intentionally or unintentionally) disruptive to learning.

Schools have found many ways of improving the "originality and open expression of ideas and feelings among school members," including more student and staff art displays in the corridors, more classroom discussion of issues and problems, and increased opportunities for participation and leadership in student government and clubs. This is a school climate factor that appears to be readily amenable to change, and we have found that school members have little difficulty in identifying a multitude of improvement efforts in this area.

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9. Goal Direction: the extent to which school members understand and accept what they are expected to accomplish, and provides a framework for focusing their efforts.

Of all the thirteen school climate factors discussed here, goal direction has been the most difficult for school members to comprehend. We have identified two major factors in this confusion. Many students, and even many teachers, do not have an operational understanding of the term "goal." Thus, when asked to agree of disagree with our questionnaire items, such as "No one really knows the goals of this school," some are

stymied because they wouldn't recognize a goal statement if they saw one. This problem is compounded if the school doesn't have widely acknowledged goal statements, or if the existing goal statements are primarily ceremonial.

In most schools, procedures are better articulated and understood by school members. For example, almost any student can recite his or her schedule, or explain the rules for absenteeism. But how many students can explain why they have to take American History, or the reasons for studying foreign languages?

Given these ambiguities, none of the schools that we have worked with has undertaken an effort to improve the school's goal direction. Volumes have been written on specifying instructional goals and objectives, but few have seen that the school itself can - and should - develop institutional goals. Such an effort is very time consuming, and requires special training and skill.

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10. Influence Distribution: the extent to which school members contribute to decisions regarding rules, procedures, and options, for example.

In contrast to Goal Direction, almost everyone understands what is meant by influence distribution, perhaps because of keener natural interest in power and influence. Several schools that we have worked with have broadened the participation of students on committees, in designing classroom activities, and in developing and monitoring the governance systems. One school found that attendance and behavior at dances improved dramatically when it let students take over planning and supervision, with staff and police as adjuncts.

There is a dual purpose to broad participation of students in conducting the affairs of a school, especially at the secondary level. As developing

adults, most students want and need opportunities for self-directedness, leadership, responsibility, and peer group membership. Such experiences are vital to personal and social development. It is of necessity a trial-and-error process, in which staff and parents must tolerate occasional irresponsibility. The point is not to give control of the school completely over to students, but to acknowledge their capacity for responsibility by providing opportunities for them to contribute to decision making in appropriate areas.

The second purpose in providing for student influence is to foster sufficient "ownership" of the goals of schooling. The dynamics involved here are the same as those discussed under Security (p. 34), in which students who share some power are more likely to see that it is profitable for them to share in the educational goals of the school. With such a shared stake, students are more likely to abide by the school rules and regulations, instead of "fighting the system."

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11. Options: the extent of choices available to school members regarding goals, courses, levels of challenge, and social opportunity, for example.

The extent of options, like sense of community, is governed largely by the size of the school. A large school can offer more options than a small school. The extent of options is also governed by the school budget, which is typically decided for a school by the district administration and board of education.

Within such constraints, however, several schools have found ways to expand their options as part of their efforts to improve their school climate. In some schools, additional courses have been planned and taught by teachers, students, or both together, on a voluntary, unpaid basis. This has generated conflict, however, in schools with tight union contracts regarding "extra" work. In some schools, teachers have expanded the options

within courses, developing "learning contracts" with students for individualized areas of interest or difficulty levels. Other schools have concentrated on expanding athletic, social and recreational activities, some of which involve holidays and vacations. Without sufficient choice, many students report feeling "boxed in" to a routine that can make school a rather mechanical experience.

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12. Order: the extent to which school rules reflect established legal procedures, and are accepted by school members to maintain favorable learning conditions.

Student's biggest complaint in schools rated low on order is not so much with rules and regulations, which many accept as necessary, but with their inconsistent application. If some students are punished for certain offenses, where others are not, or to lesser degrees, grave injustices are sometimes felt. Such inconsistency undermines the student's (and teacher's) respect for authority in the school, and in some cases contributes to disorder. Worse yet, if the inconsistency involves groups, such as a disproportionally high black student suspension rate, inter-group conflict is encouraged.

In addition to consistently applied rules and regulations, student achievement levels and their participation in designing and conducting school activities also contribute to the level of order in a school. These factors, which are discussed more extensively under Security (p. 34) and Influence Distribution (p. 52), govern the extent to which students understand and accept that contributing to order sufficient for learning is in their best interest.

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13. Challenge: the level of difficulty of school members' goals and tasks, and the pace of effort required.

In our assessment of the climate of over fifty secondary schools in the past few years, challenge is the only factor (of our thirteen) that

is consistently rated low by both students and teachers. Many students tell us that they want more challenging courses, but they feel that teachers are reluctant to press students too far for fear of rebellion. Teachers, on the other hand, blame a lessening of course requirements, increased "easy" electives, grade inflation, societal permissiveness, and a general decline of interest in and value placed on schooling. Finally, many administrators and parents blame the teachers.

All of the schools that we have worked with so far in measuring and improving school climate have decided to try to improve the level of challenge provided to students. A few others are trying to improve the challenge presented to teachers, in recognition that the two are probably related. The common ingredient in these schools is that the staff, students and parents who are working on the effort have each come to accept shared blame for low student challenge in their schools. This is a critical first step, without which circular blaming rather than improvement would probably continue.

The next critical step is to get a substantial portion of the faculty to accept shared blame, and to desire increased challenge to students (and faculty). This has generated sufficient momentum in some schools to reexamine course and graduation requirements, conduct inservice workshops for teachers on increasing challenge to students through individual "learning contracts," more careful grading of homework assignments, more detailed guidance regarding course level selection commensurate with abilities, and parent education about a supportive home environment. The consensus of the people involved in these efforts is that student challenge is gradually being improved. To date, however, none of these schools are far enough along in their efforts for a more rigorous evaluation of the effect on challenge, and its contribution to learning.

A Nine-Step Improvement Process

A great deal has been written about the difficulty of bringing about improvement in schools, especially in racially-mixed schools in large cities. Often, attempts at change fail because it is imposed from outside of the school, or because of inadequate support or resources. The procedures described in this section of the report place the locus of change within a school, and specify the nature of support and resources necessary. These procedures have been followed successfully - with consultant assistance - in over twenty secondary schools in the past three years. We strongly recommend that in following these procedures, a school should have inside or outside assistance from a person skilled and experienced in organizational development in schools.[2]

Briefly stated, the nine steps for studying and improving school integration practices and school climate are:

1. Take the Initiative

   Someone in your school, whether student, teacher, administrator, school board member, or parent, must take the lead in initiating the project. If you want the effort to have lasting impact, you will increase your chances of success by working through the existing representative groups in your school: the student and faculty associations, the administration, the school board, and the parent association.

2. Form a Representative School-Improvement Team

   Form an eight-to-twelve member team of student, teacher, parent and administrator representatives.

3. Develop a Team Work Plan

   A work plan for the team will include tasks, responsibilities, and a timetable, which should be shared with the entire school community.

4. Select Project Purposes

   The team should study this report, and select among the goals and options described herein.

[2]As used here, "organizational development" refers to the application of behavioral science knowledge for increasing the organizational health and effectiveness of a school.

5. Administer and Score the Questionnaire

The questionnaire must be administered to school members, and scored according to set procedures.

6. Analyze and Interpret the Survey Results

A school team can analyze its results singly, or in relation to the norms developed from the sample used in this study. A school team can also follow-up on its questionnaire with interviews and observations to extend and refine its diagnosis of the school.

7. Develop a School Improvement Plan

Based on the survey results, goals and action steps can be formulated for school improvement.

8. Implement the School Improvement Plan

Having ratified the plan with the existing representative groups, implement the plan according to pre-planned action steps.

9. Evaluate the Project's Impact on the School

Progress in implementing the school improvement plan, and its impact in improving the school, should be evaluated periodically.

In following these steps, a school improvement team will typically devote two hours a week for two school years in order to have significant impact on the school. Whether the team members are paid for their time will vary according to the setting. The team should have a budget of $1,000 to $2,000 for materials and data processing. In addition, at least one team member should be skilled in data processing and statistical analysis, or the team should have access to such a person. Unless a school is willing to make these minimal investments, it is recommended that the school not initiate the process described in this section of the report.

The time that it takes a team to complete the nine steps will vary from school to school, but most schools should plan on two years. During the first year, the team would study the survey results regarding the six school integration practices and thirteen school climate factors, and develop an

improvement plan (Steps One through Seven) based on the findings. The second year (and beyond) would be devoted to implementing and evaluating the plan (Steps Eight and Nine).

In addition to the time and resources required, there is risk. A school improvement team may fail to accomplish its goals, or, worse, may bungle the job and antagonize the school community. Worse yet, the effort may serve to intensify intergroup or organizational tensions that may already exist in a school. The process described here is not a panacea -- no one can guarantee success in the sensitive area of race relations and school climate.

Based on the success of other schools, and given a committed and supported team, school members should proceed with optimism, conditioned with a healthy respect of the risks. They can reasonably expect modest, incremental improvements in many aspects of the school's operations. It is unreasonable to expect instant, revolutionary change. This section includes suggestions for overcoming the possible obstacles to success, based on our current knowledge about school improvement in these areas.

Step 1: Take the Initiative

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1. Why are you interested in the race relations and climate of your school?

2. Who else might be interested in studying and improving these factors? Why"

3. Discuss the potential benefits and risks of such a project in your school.

4. Decide whether to advocate a project, and whom to involve.

Someone must take the lead in initiating a project aimed at improving school integration practices and school climate, and that person will have to

find a group of other people who are enthusiastic about the idea. Some members of a school community will welcome a look at the climate and race relations of their school -- others will consider it either inappropriate, unnecessary, or potentially dangerous.

For example, if students or parents try to initiate the project, some teachers and administrators may feel that the advocates are out to find fault with them. Or, if administrators initiate the project, teachers may suspect that a purge of some sort is intended. Thus, a typical form of resistance is to try to discredit the motives of the advocates of the project. To deal with these factors effectively, advocates should take the following steps before attempting to initiate the project:

> Examine your own reasons for wanting a study of the race relations and climate of your school. If you are interested in using a survey to discredit another group in the school, or for any other negative reason, forget it. If you are genuinely interested in improving these aspects of your school, find others who share this interest.
>
> Discuss the potential advantages and disadvantages of such a project in your school with members of the school's established representative groups: the student and faculty associations, the administration, the school board, the parent association.
>
> If you decide to propose a project, enlist the cooperation of the existing representative groups. The broader the support for the project, the more chance it will have to overcome resistance, and to have a positive impact.

Step 2: Form a Representative School Improvement Team

1. Form an eight-to-twelve member team, made up of student, teacher, parent and administrator representatives; and perhaps other community members.
2. Recruit individuals with interest, time, skills, and fairmindedness.
3. Provide incentives for members of the team.
4. Select a team leader.

Those who put together a school's improvement team will have to be sensitive to the particular needs and customs of their school. But several criteria can help guide the decisions.

First, try to select a team that will represent the various formal groupings in the school -- students, teachers, parents, administrators, and support staff such as custodians and cafeteria workers. By all means make certain that the team reflects the racial/ethnic composition of the school. In some schools, community representatives such as business leaders might be invited to join the team. Once you decide on the groups that should be represented, turn to the elected representatives of each group for help in choosing the persons who might best represent them. In some schools, the elected representatives of the student association may in reality represent only the "best" students. Additional students might be chosen who will help widen the representativeness, and credibility of the team. The idea is to the extent possible, to arrive at a team that will be broadly and genuinely representative of the whole school community. We also recommend that the size of the team be relatively small -- no more than twelve members.

Individuals who are interested in working on the school improvement team should have time, possess analytic and problem-solving skills, and be known for being fair-minded. Prospective team members should expect that approximately two hours a week will be required for most of the school year. To support such an effort, it is critical that the principal be 100% behind the effort. Unless one team member understands data processing and statistical analysis, the team should have access to such a person.

Team members will work harder at their tasks if incentives are provided by the school. For example, students could receive course credit; their work on the school improvement project could be recognized as equivalent to an elective course. Teachers could receive in-service credits, and teachers and students could have a description of their work written up as part of their experience record. In addition, team members should be given visibility and recognition in the school community for their work.

A team leader should be selected. This person will convene meetings, set agendas, serve as team spokesperson, and coordinate the team's work plan.

Step 3: Develop a Team Work Plan

1. Develop a work plan for the team, with tasks, responsibilities, and a timetable written out.
2. Start informing the school community about the team's activities.

An effective team requires a plan and a division of labor. The steps presented here provide general guidance, but the team will need to lay out its own list of specific tasks, to be done by certain team members within a timetable. As a start, make up a calendar for the school year; decide where you want to be by the end of school, and work backwards, writing in target dates next to the major tasks to be accomplished. Then work out assignments and reporting procedures. The schedule of the team's meetings should be announced to the entire school. The meetings should be open; all members of the school community should be invited and encouraged to attend.

Make sure the work plan includes frequent "check-ins" with the larger school community. The ways of checking-in will vary widely from school to school. Some schools are small and close-knit, and teams will have an easy

time getting the work out informally to everyone. In larger, more impersonal schools, team members may find it necessary to be constantly reminding various groups about their activities. But, close-knit or impersonal, no school community will cooperate with the school improvement team, and help it to achieve its goals, unless people know what is going on, and see signs of the team's progress.

One more important point about "checking-in". If the flow of information is all in one direction, from the team to the larger school community, the odds are that any plan will fail. The team must inform, but it must also listen, and listen carefully to what people are saying about its work, and about the climate and race relations of the school. The more it can open its deliberations to all, and the more it can make itself influenced by the people it represents, the greater its prospects for success will be.

Step 4: Select Project Purposes

1. Develop a clear understanding of the purposes of the project in your school.
2. Select the level of analysis that will meet your purposes.
3. Choose an appropriate sample.

By studying this report, team members will become familiar with the questionnaire and its use in our study. We recommend that the questionnaire be given to a student sample and all staff, both for data collection and to begin to create general awareness and interest in the project. The reason for giving the questionnaire to all staff is to avoid the suspicion that often accompanies sampling in staff surveys. For staff, the student biographical items on pages 2-6 of the questionnaire (Appendix A) will have to be deleted. The survey can be pursued at four levels of analysis described below.

The descriptive level is to depict how members of the school community feel about various aspects of their integration practices and school climate. For this purpose, students and teachers "describe" the school as it affects them by rating the questionnaire items.

The comparative level includes description, but adds to it by allowing three kinds of comparisions. For example, student and teacher perceptions can be compared, to identify areas of agreement or disagreement. Similarly, students can be compared by subgroup - by sex, race, achievement levels, program, and the other student biographical items. Also, a school can determine it's relative standing with other schools in the sample used in this study.

The diagnostic level is to identify factors that contribute to high or low-rated school integration practices and school climate factors. This is most thoroughly done by first administering questionnaires to describe and compare the school. Then, members of the school improvement team would interview and observe members of the school community, looking for factors that might help explain the ratings obtained through the questionnaire survey. For example, if a school were rated low on the level of CHALLENGE it presented to students, it might be determined through interviews and observations that a high daily absentee rate requires teachers to repeat much work for the absentees in class, leaving students who regularly attend somewhat bored. A solution might be to require absentees to make up their work outside of class time (as well as reducing the absentee rate).

The relational level is to identify factors that are related to the performance of students in the school. For example, student marks, test scores, absentee or dropout records could be related to their perceptions of

school climate and race relations. This requires statistical, correlational anlaysis which might reveal that students with low marks or test scores, for example, perceive that they have few choices regarding courses, levels of challenge, or social opportunities. Such a correlation does not establish that low perceived options "causes" low achievement, or vice versa, but does suggest that they are somehow related. The nature of this relationship might be further revealed by interviewing and observing low-achieving students. Correlational analysis requires a high level of technical expertise, for which your team will require qualified assistance. Your team can, if it wishes, add to, subtract from, or modify the student characteristics informations (items 1 - 22) to fit local considerations for the analysis. The remaining items must not be changed, or the norming procedures described in Step Five will not apply.

You will have to decide on whether to administer the questionnaire to everyone in the school, or a sample of people chosen to be representative of everyone. The major considerations in deciding on whether to use a sample or the entire population are representativeness, cost, and school/community relations. Sampling is cheaper in dollar costs, but could create misunderstandings or controversy if not explained properly. Those who are chosen might wonder "why me," and those who are not chosen might wonder "why not me." Others might question the representativeness of the sample, especially those who might be threatened by the results. We suggest that you choose a sample of students, and that the questionnaire be given to all teachers (considering their smaller numbers).

Students can be sampled in a variety of ways. In this study, four or five intact English classes of juniors (80-100 students) were selected to

give a range of achievement levels, and because we thought that juniors would be more knowledgeable about, and invested in, the school. Your team can follow this sampling procedure, or you can select a sample to represent selected subgroups of students, such as freshmen, boys, high achievers, low achievers, or any such group.

Another way of selecting a sample is to assign every student a number, and to select a sample from a table of random numbers. This is a statistical sampling technique, and is complex enough that you will want the assistance of someone familiar with it. Such a person can determine the number of people required for your sample, especially if comparisons of subgroups are to be made.

Step 5: Administer and Score the Questionnaire

1. Administer and score the questionnaire.
2. Insure the confidentiality of individual responses.

You will need to schedule a time and a place for the administration of the questionnaire, identify the people who will administer them, and reproduce an adequate number of questionnaires. Administer the questionnaire in quiet rooms to groups of no more than forty people. Don't give them to people to take away to complete, for the return rate - even for teachers - is typically low with this procedure. Members of the school improvement team might be the most appropriate people to administer the questionnaire.

When administering the questionnaire, get everyone seated and quiet. and tell them briefly again about the purpose of the project. Then, pass out the questionnaires and ask people not to start filling them out until you

tell them to do so. Have a supply of pencils, and ask if anyone needs one. Ask the respondents to read the directions silently while you read them aloud. Ask if there are any questions. If none, ask them to begin to complete all items, and to remain seated and quiet until you tell them that everyone is finished. Then collect the questionnaires, and thank the people for their cooperation.

If anyone asks your help during the session simply tell them to respond according to their own interpretations of the items. You may receive some complaints, such as that several items state the same idea in slightly different ways. You can explain that this is planned, as similar items are added together for reliability. Others may complain that particular items are inappropriate, irrelevant, or otherwise undesirable. Acknowledge their complaint by writing it down, and explain that all such comments will be considered by your team when they interpret the results.

Scoring of the completed questionnaires can be done by hand, or by data processing (key punching and computer). If your team has access to a key punch machine, a computer, and a person who is experienced in data processing and statistical analysis, data processing is <u>much</u> less time consuming. The scoring can be done by hand -- it just requires many person-hours of tedious work, easily subject to error. The steps shown below apply to both hand scoring and data processing.

1. <u>Screen the questionnaires</u>:

   Members of your team should inspect every page of every questionnaire. Questionnaires should be eliminated from the analysis that have greater than 20 percent of the items left blank, or given multiple responses. Also eliminate questionnaires with "set response" -- where all or most items are given the same response, such as all 4's.

2. <u>Reverse negative item polarities</u>:

   Roughly 40 percent of the questionnaire items are negative statements, to allow checking for set response, such as:

"People in this school only look out for themselves."

A "strongly agree" (number 4) response for this item would be an undesirable (low) rating of the school climate. In contrast, a "strongly agree" (number 4) response for a positively stated item such as "The students here have a lot of school spirit" would be a desirable (high) rating of the school climate.

To make all item responses additive to give the six school integration practices and thirteen school climate factor scores, reverse the polarities of all the negatively stated items that you used (Appendix B, p.100, identifies the negatively stated items). This is done very simply by reversing the number ratings given for the negatively stated items.

In this way, a reversed rating of 1 for a negatively stated item can be added to a rating of 4 for a positively stated item to give a 5 for the two items combined, or an average rating of 2.5 (5 divided by 2 items).

If you reverse the polarities by hand, mark the reversed number (1-4) in the right margin next to the negative items. If done by data processing, have the actual questionnaire responses key punched. A computer program can be written to reverse the polarities on the negatively stated items used before they are added together.

Figure 4: Example of Reversed Polarity

Item: "People in this school only look out for themselves".

Actual Questionnaire Response	Strongly Disagree	Disagree	Agree	Strongly Agree
	1	2	3	4
Reversed Polarity	4	3	2	1

Thus, for all negatively stated items: 4 = 1, 3 = 2, 2 = 3, 1 = 4

3. Add item ratings to form factor scores:

Your next task is to add the ratings for the items that make up each integration practice and school climate factor variable. The item-to-factor assignments are listed in Appendix B.

For each completed questionnaire, add the ratings given to each item assigned to a factor (be sure you are adding the rating given for positive items, and the reversed rating for negative items). For example:

COMMUNITY	Item	Rating Given	Add
	1	2	2
	-14	3	2 (reverse)
	-27	1	4 (reverse)
		Total Rating for Community:	8

Next, add all the individual questionnaire ratings for each factor, and divide by the number of questionnaires, then divide by the number of items in the factor. For example:

$$\frac{\text{Sum of individual questionnaire ratings for community}}{\text{Number of individual questionnaires}} = \frac{1856}{100} = \frac{18.56}{3 \text{ items}} = 2.667$$

Thus, in this example, the school rating for community as it affects students is 2.667. You must calculate a similar school rating for all factors separately for the student and teacher questionnaires.

4. Convert your school's ratings to (normalized) scores that can be compared:

This step is necessary for interpreting your school's ratings. You take your school's rating for each factor derived in the preceding step, and put it into the formula:

$$z \text{ (standard score)} = \frac{X \text{ (your school's rating)} - \text{study mean}}{\text{study standard deviation}}$$

The mean and standard deviation values to be used for each factor are listed in Appendix E (p. 126). They derive from this study. NOTE: It is extremely important that you use the right values in this formula.

Let's take the example given above for rating 2.667 for COMMUNITY regarding school climate for schools. The values in the formula would be:

$$z = \frac{(2.667) - 2.493 \text{ (from Appendix E)}}{0.603 \text{ (from Appendix E)}}$$

$$z = 0.289$$

Obtaining the z value is only half the step in calculating the normal score of a variable, however. The final step is to put the z value into the formula:

$$t \text{ (normal score)} = z \times 10 + 50$$

$$t = 0.289 \times 10 + 50$$

$$t = 52.89$$

The resulting value of 52.89 is slightly above average. Remember, the normalized rating has a mean value of 50.00 and a standard deviation of 10.00. Calculate the normalized ratings for all the variables in the same way, and plot these values graphically as shown in the next step.

NOTE:

Throughout the process of administering and analyzing questionnaires, to protect confidentiality you must be sure that no one can match any person's name to his or her questionnaire. First, the person's name must not appear on the questionnaire. Second, completed questionnaires should only be handled by designated members of the team, and/or whoever is doing the key punching. Once they have been processed, the questionnaires should be destroyed.

Step 6: Analyze and Interpret the Survey Results

1. Several school profiles can be drawn to show the survey results graphically.

The school profiles shown in Figures 5 and 6 (pages 72 and 73, respectively) display all of the factors investigated in this study (i.e., 13 school climate factors, 6 school integration practices, and 3 aspects of student integration). This is done simply by plotting on a graph the normalized score of each factor, derived in Step Five. In these examples of two different schools in our study, the student ratings are represented by three racial/ethnic categories (i.e., black, white, and other).

The schools represented in Figures 5 and 6 show a marked contrast. The school in Figure 5 is rated generally lowest by black students, where the school in Figure 6 is rated generally lowest by white students. The black students represented in Figure 5 give low ratings to Equal Treatment, Staff Models, Staff Support for Integration, and Racial Fairness, yet their interracial attitudes and behaviors are above average for the total sample. In contrast, the white students represented in Figure 6 show very poor interracial attitudes (i.e., four standard deviations below the mean), and below average interracial behaviors, yet they also give a low rating to Equal Treatment. However, the white students represented in Figure 6 rate Staff Models and Staff Support for Integration above average. Furthermore, the white students in Figure 6 rate Security very low, where the black students in Figure 5 rate Security above average.

This type of comparison may be confusing at first, but with practice one can begin to discover explanatory patterns. For example, these schools both show a relation between how secure students feel (i.e., "safe" in interracial association), and their interracial attitudes especially. The white students represented in Figure 6 are actually in a majority black school. They feel very insecure because black students control a large portion of the school "turf" (i.e., places like corridors and lavatories). The black students represented in Figure 5 attend a majority white school, but its administration has not allowed white "turfing" to take place. Hence, the black students feel secure there, and it shows in their positive interracial attitudes and behaviors.

Another revealing aspect of Figure 6 is the high discrepancy between the white student's interracial attitudes, which is very low, and their reported behaviors (interracial association) which is closer to average. Those

familiar with this school tell us that this discrepancy is quite real, and that the minority white students are to a large extent masking poor inter-racial attitudes in their mixing, out of fear of exposure and reprisal. This creates a good deal of anxiety and tension for the white students, which is thought to contribute to the fact that white students in this school are the most disaffected and troublesome group (as confirmed by their lower ratings of 11 of the 13 school climate factors).

This level of interpretation of a school's ratings is possible only by being familiar with the history and unique context of the school, which will be the case with the school improvement teams. As they analyze the survey results, they will discover that some findings merely confirm what is already known, and that other findings offer clues to new insights into the school. The ratings shown here in Figures 5 and 6 represent student-race comparisons. The results can also be plotted according to all the student biographical questions used, such as male-female, college prep-non-college students, and so on. Or, teacher and student ratings can be plotted and compared. Further clues can be derived by examining the relative ratings given to the items used to measure each factor, as the items reflect more specific behaviors. Putting all these clues together and discovering patterns is a challenging task of interpretation. It takes time and acquired skill, but we have been encouraged with the capacity of the school improvement teams that we have worked with to interpret this type of information. (Further examples of such findings and their interpretations are given in pages 25-43 of this report).

STEP 7: Develop a School Improvement Plan

1. Inform the school members of the survey results, and the efforts of the school improvement team to develop improvement plans.

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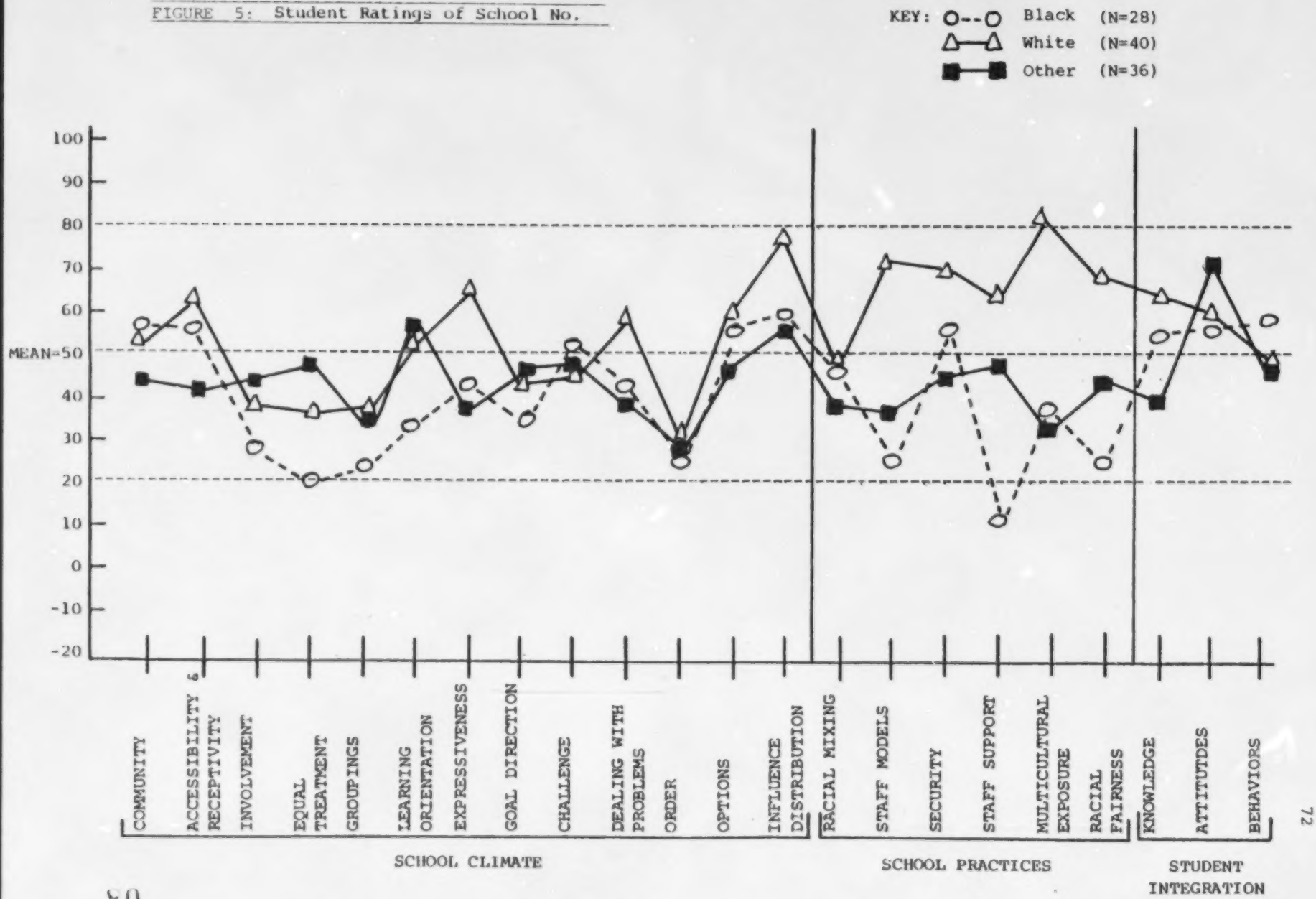
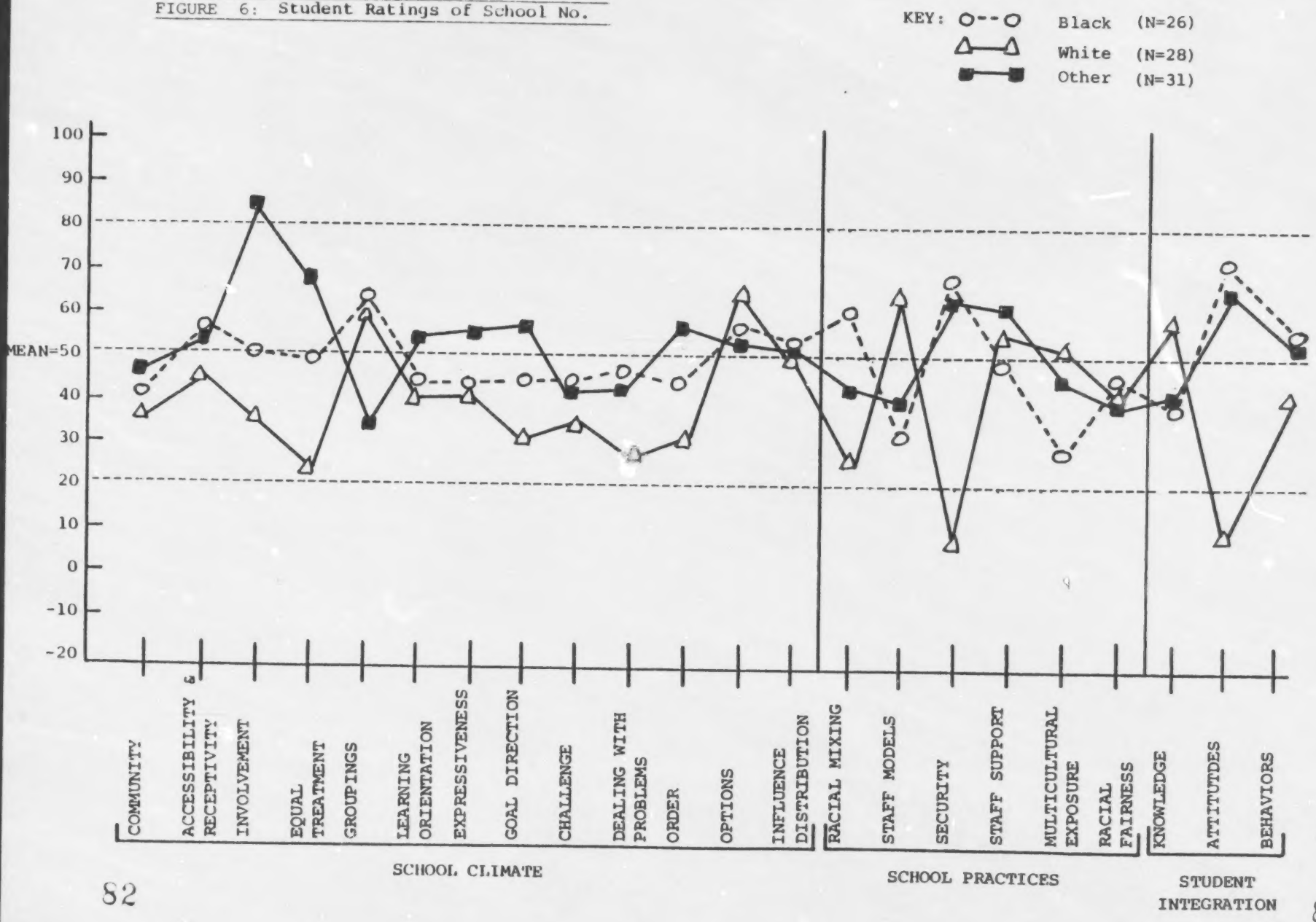
FIGURE 5: Student Ratings of School No.



72

FIGURE 6: Student Ratings of School No.



2. Brainstorm alternative ways of reinforcing highly rated factors, and improving the less favorably rated factors.

3. Decide on which alternatives to follow, based on the team's estimate of its relative chances of success.

4. Develop a written plan, in draft, that briefly describes the school improvement goals and action steps.

5. Revise the draft plan based on reactions and suggestions of school members in open meetings to discuss the plan.

By now, the school improvement team should be in agreement about the areas of your school that call for improvement. Your team should also be in agreement about factors that contribute to those ratings. The next task is to brainstorm ideas for reinforcing the positive features of your school, and improving the less positive features.

Teams tend naturally to be concerned only with improving areas that receive the lowest ratings, and to neglect the moderately and highly rated areas. One simple way of reinforcing the more positively rated areas is to periodically inform the school community of the good job it is doing in these areas. This should be done in meetings and school newspapers or newsletter articles while the school team is discussing alternative ways of improving the areas rated less favorable, which can also be reported to the school community. Done forthrightly, such an effort should help to prepare school community members to accept the team's improvement plan when it is presented to them.

As the team begins to develop improvement ideas, it may wish to use brainstorming as a technique that encourages maximum participation by letting everyone explain his ideas completely before evaluating those ideas. Premature evaluation might silence some team members who have the germs of good

ideas. The trick is to avoid excessive competition for whose idea will be accepted by the team -- excessive to the point where the competition becomes more important than identifying the best ideas. When your team comes to evaluating the ideas generated, judge them in terms of importance and probable success in contributing to school improvement.

Prepare a brief (two to three page) statement of the goals and action steps of your plan, to be used in open meetings with members of your school community. Copies of this statement can be distributed in your school, and open meetings can be held to discuss the plan. Members of the school improvement team can lead these discussions, accepting and recording reactions and suggestions, and further explaining the rationale behind the plan. In conducting these meetings, team members should avoid being too defensive in the face of criticism, or the possible temptation to launch a hard sell on the plan. Often, many good suggestions are generated by this procedure.

After the open meetings, the team should discuss the reactions and suggestions gained, and revise the plan, where it feels that revision is warranted. The revised plan should be written and presented to the established school groups for approval and support -- at a minimum, the student and teacher associations, and the school administration.

STEP 8: Implement the School Improvement Plan

---

1. Determine specific action steps.
2. Assign persons to tasks.
3. Establish work deadlines.
4. Determine lines of responsibility.
5. Develop a plan for reporting and monitoring progress.

Improvement plans can be as elaborate or as simple as the team feels is suitable to its manner of working and to the complexity of the improvements it is trying to promote. But, elaborate or simple, it must be specific about people and times. Complete the chart shown on this page to organize the improvement plan.

Improvements Selected	Person Responsible	Report to Whom on What Data	Task to be Completed by	Task Actually Completed by
1.				
2.				

1. What?

This comes first, of course. It is a list of the improvements selected.

2. Who?

The team should look carefully at the skills and energy of its own members first. It may want to add members who possess special implementation skills like handling conflict in groups. Some original members may want to drop off the team. In any event the team will need to look carefully throughout the school community for individuals who can help it to implement the improvements selected. It is essential at this stage to assign specific people specific improvements. It is also essential to provide adequate time for people who were not part of the original team to become familiar with the goals, personnel, and style of the core team.

3. When?

Now comes the first major test of commitment to the team's plan. If team members resist specific work deadlines, the team should very carefully consider the reasons for resistance. Unless the team is fully committed to the plan it cannot expect others to become involved and committed.

4. Who will be responsible to whom?

First, within the team: is the leader of the team the person responsible for checking on the progress of individual members? Or is some other member appointed to fill that function? Or does the group divide into small sub-groups for specific tasks, each with a task leader? Second, outside the team: when does the team report to the school community or to the individual or group that originally set it in motion?

5. Reporting

How will the team report its progress - internally and externally? Some suggestions include: regularly scheduled show-and-tell meetings for the whole team; a wall-chart checklist; frequent progress checks with the team's leader or task group leaders; a written report to the team leader.

The form the reporting takes is less important than its regularity and thoroughness. When the team is involved in other school affairs, every meeting will be a major effort, and checking progress may become a sore subject. But if reporting is not regular and subject to hard-headed questioning, the team will not improve its own performance and/or enlist the support of the larger community.

STEP 9: Evaluate the Project's Impact on the School

1. Evaluate the impact the improvement plan is having on the school.
2. Cycle back to Step 1.

Whether your school improves as a result of implementing your team's plan can be determined in several ways. One way is to readminister the same questionnaires to the same or different people, six to twelve months after the improvement plan has been initiated (Step 8). By comparing the two sets

of ratings, changes in people's perceptions can be gauged. This can be done by simple inspection, or by statistical analyses of the results, if this resource is available to your team. The questionnaire readministration is the more precise way of gauging impact if your improvement plan is based on the factors measured by the questionnaire.

If your plan is based more on refinements gained through interviews and observations, it would be better to evaluate the impact of your improvement plan by a new round of interviews and observations. If your plan included the improvement of daily student attendance to improve the level of challenge presented to students, attendance trends would be charted along with some measure of the levels of student challenge. The point is to tailor evaluation to the specific goals of the improvement.

If the school improvement team and the school community are satisfied with the improvements made in the school, the effort might be halted for a year or two. Once such an effort is abandoned, however, it is easily forgotten. The team may consider cycling back to Step 1, and to make the assessment and improvement of these school factors a continuous process. Nothing remains static, especially in organizations like schools with a substantial turnover in school members. Consistent with this turnover, it is recommended that a new school improvement team be formed to bring a fresh look and new energy to the considerable tasks involved.

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School Questionnaire For Students

- We are trying to find out what high school students feel about school. We are also trying to find out what you know, feel and do about other people.

- This is a questionnaire. It is not a test.

- We do not ask for your name. Your answers are confidential. No one will be able to tell your answers from those of your classmates, so please give us your own best answers to our questions.

- This questionnaire is a very important part of a project paid for by the U.S. Government to help make high schools better places for you. Again, please give us thoughtful, honest answers.

- You should be able to complete all four sections of the questionnaire before the end of this class. There is no need to hurry.

- Read the instructions for each section of the questionnaire before you try to answer the questions.

SECTION I

. In this section we are asking questions about you,

. Remember, we do not have your name, so your answers are confidential.

DIRECTIONS

1. For each question, please circle the number next to the one best answer.

2. For example, if the question were:

   What kind of school are you in this year?

   1. Elementary School
   2. Middle School
   3. High School

   You would circle the number '3" for "High School".

3. Circle only one number for each question.

4. Remember, give thoughtful, honest answers.

---

1. What grade are you in this year?

   1. 9th grade
   2. 10th grade
   3. 11th grade
   4. 12th grade

2. Are you a male or female?

   1. Male
   2. Female

3. Which of these best describes you?

   1. Asian (Chinese, Japanese, and so on)
   2. Black
   3. Hispanic (Puerto Rican, Cuban, Central or South American, and so on)
   4. Portuguese
   5. White
   6. Other (please specify) _____

4. Considering the courses you are taking this year, would you say you are:

   1. In a Vocational Program
   2. In a College-Bound Program
   3. In a Business or Secretarial Program
   4. In a General Program
   5. Don't know

5. After you leave high school, what do you plan to do?

1. Attend a regular four-year college or university
2. Attend a two-year junior or community college
3. Get additional special training (nursing school, technical school, business school, and so on)
4. Get a full-time job or enlist in the armed services
5. Get a job and go to school at night
6. Undecided

6. What kind of marks do you get in school?

1. Mostly A's
2. Mostly A's and B's
3. Mostly B's
4. Mostly B's and C's
5. Mostly C's
6. Mostly C's and D's
7. Mostly D's
8. Mostly D's and E's

7. How do you get to school?

1. I walk or drive myself to school
2. I take public transportation
3. I take a school bus
4. I am driven by friends or family

8. Counting this year, how many years have you attended this school?

1. One year
2. Two years
3. Three years
4. Four or more years

9. Do you live with your parents?

1. Both parents
2. Mother only
3. Father only
4. Neither parent

What do you think is the highest level of education completed by each of your parents or guardians?

	10. Father or Male Guardian (circle one number)	11. Mother or Female Guardian (circle one number)
Did not complete high school	1	1
Finished high school or equivalent	2	2
Business or trade school	3	3
Some college	4	4
Finished college	5	5
Went to graduate school (for example, law or medical school) but did not finish	6	6
Has a graduate degree such as Masters or Doctors degree (M.S., Ph.D., M.D., D.D.S.)	7	7
Doesn't apply	8	8

Which of the following categories comes closest to your parent's or guardian's occupation? *(If out of work, or retired, chose one closest to what they did last)*

	12. Father or Male Guardian (circle one number)	13. Mother or Female Guardian (circle one number)
Unskilled worker, (such as, laborer, house cleaner, homemaker, orderly, kitchen worker)	1	1
Semiskilled worker (such as, machine operator, assembler, garment worker, driver)	2	2
Service worker (such as, police, fire-fighter, hair dresser, school aides, waiter, waitress)	3	3
Skilled worker or craftsman (such as, carpenter, electrician, plumber, jeweler, technician)	4	4
Salesperson, bookkeeper, secretary, office worker, data processer	5	5
Owner, manager, or partner of a small business, lower-level governmental official	6	6
Professional requiring a college degree (such as, engineer, elementary or secondary teacher, social worker, registered nurse)	7	7
Owner, or high-level executive of a large business or high-level government agency	8	8
Professional requiring an advanced college degree (such as, doctor, lawyer, college professor)	9	9

14. Describe the kind of work that your father or male guardian does:
(for example: salesperson, store clerk, dishwasher)

_____

_____

15. Describe the kind or work that your mother or female guardian does:
(for example, housewife, store clerk, nurse)

_____

_____

Many questions shown below refer to "racial and ethnic" groups.
Remember, by "racial and ethnic" we mean people who are:

Asian (such as Chinese, Japanese, and others)
Black
Hispanic (such as Puerto Rican, Cuban, Central or South American, and so on)
Portuguese
White
And so on

16. Counting this school year, what is the total number of years you have had students from other racial and ethnic groups in your classes?

1. None
2. One year
3. Two years
4. Three to five years
5. Six or more years

17. In your present neighborhood:

1. All or most of the kids are from my own racial or ethnic group
2. About half of the kids are from my own racial or ethnic group
3. Most of the kids are from other racial and ethnic groups

18. In your regular school classes this year, how many of the students are from your own racial or ethnic group?

1. Most
2. About half
3. Few

19. Counting this year, how many years have you lived in neighborhoods with people from other racial or ethnic groups?

1. None
2. One year
3. Two years
4. Three to five years
5. Six or more years

20. Of the kids you hang around with outside of school:

1. All or most are from my own racial or ethnic group
2. About half are from my own racial or ethnic group
3. Most are from other racial or ethnic groups

21. What is the main reason for your coming to this school this year?

1. I was assigned because it is my closest high school
2. I was assigned in order to racially balance the school
3. I chose to come because of school programs it offers
4. My parents wanted me to come here

22. Do you feel any different right now about people of other racial and ethnic groups than you usually do?

1. Yes, I feel better right now about them
2. No, I feel about the same as I usually do
3. Yes, I feel worse right now about them

SECTION II

. The purpose of this section is to find out what your school is like.

. Again, your answers are confidential, so give us your own thoughtful, honest answers.

DIRECTIONS

1. Think how well each statement describes your school.

2. Circle one number for each statement according to the following instructions.

   Circle 1 if you strongly disagree with the statement.

   Circle 2 if you just disagree with the statement.

   Circle 3 if you just agree with the statement.

   Circle 4 if you strongly agree with the statement.

3. For example, if the statement were:

	Strongly disagree	Disagree	Agree	Strongly agree
. Students in this school are friendly.	1	2	3	4

You would circle the number "1" if you "strongly disagree" with that statement.

	Strongly disagree	Disagree	Agree	Strongly agree
1. The students here have a lot of school spirit.	1	2	3	4
2. You can get good advice in this school when you need it.	1	2	3	4
3. On most days I look forward to my classes.	1	2	3	4
4. Students here get the marks they earn.	1	2	3	4
5. You feel left out if you're not part of a group in this school.	1	2	3	4
6. Learning is more important than marks in this school.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
7.	Students are encouraged to discuss their own ideas freely in classes.	1	2	3	4
8.	No one really knows the goals of this school.	1	2	3	4
9.	Students here do as little as they have to.	1	2	3	4
10.	People here usually avoid admitting problems exist.	1	2	3	4
11.	Students know exactly what will happen when they break a rule.	1	2	3	4
12.	Students don't have much choice about which courses they can take.	1	2	3	4
13.	Students help make the rules in this school.	1	2	3	4
14.	People in this school only look out for themselves.	1	2	3	4
15.	Students seldom talk to the principal unless they're in trouble.	1	2	3	4
16.	Most students here would be upset if they came to school and found a lot of equipment destroyed.	1	2	3	4
17.	Only the smarter students ever get the best teachers.	1	2	3	4
18.	You need to be in a group to be liked in this school.	1	2	3	4
19.	Students here learn many things that will be useful to them after they leave high school.	1	2	3	4
20.	People in this school are afraid to speak out.	1	2	3	4
21.	Most students feel that this school helps them meet their own goals.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
22.	This school doesn't demand enough from the students.	1	2	3	4
23.	Students here talk openly about school problems.	1	2	3	4
24.	School rules are broken so often they're considered a joke.	1	2	3	4
25.	Students here can be trained to qualify for many different kinds of jobs.	1	2	3	4
26.	Students have little say in planning school activities.	1	2	3	4
27.	If I walked around school all day feeling bad about something, nobody would even notice.	1	2	3	4
28.	Most people here will take enough time to listen.	1	2	3	4
29.	Many students here would prefer to avoid school.	1	2	3	4
30.	Certain groups of students in this school are looked down on.	1	2	3	4
31.	People here tend to label you by the group you're in.	1	2	3	4
32.	This school teaches you how to deal with all kinds of people.	1	2	3	4
33.	Students can be themselves in this school.	1	2	3	4
34.	Students often work against what this school is trying to do.	1	2	3	4
35.	No one in this school thinks the work is very important.	1	2	3	4
36.	The same old problems are never solved in this school.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
37. Everyone understands the rules in this school.	1	2	3	4
38. This school has something to offer to students with many different interests.	1	2	3	4
39. Student government has no power in this school.	1	2	3	4

SECTION III

. The purpose of this section is to find out more about what your school is like.

. Once again your answers are confidential, so be as thoughtful and honest as possible in answering.

. Many questions in this section refer to "racial and ethnic" groups. Remember, by "racial and ethnic" we mean people who are:

Asian (such as Chinese, Japanese, and others)
Black
Hispanic (such as Puerto Rican, Cuban, Central or South American, and others)
Portuguese
White
And so on

DIRECTIONS

1. Think about how well each statement describes your school.
2. Circle one number for each statement, just as you did in the second section of this questionnaire you just finished.

	Strongly disagree	Disagree	Agree	Strongly agree
. In my school this year ...				
1. Students from other racial and ethnic groups always stick together, avoiding the rest of us.	1	2	3	4
2. Certain clubs and teams have few if any students from my racial or ethnic group.	1	2	3	4
3. Students of other racial and ethnic groups often sit with me at lunch.	1	2	3	4
4. There are many opportunities for me to get to know students from other racial and ethnic groups.	1	2	3	4
5. Students of other racial and ethnic groups have avoided walking or standing near to me.	1	2	3	4
6. Students of other racial and ethnic groups have avoided talking about school work with me.	1	2	3	4

. *In my school this year ...*	Strongly disagree	Disagree	Agree	Strongly agree
7. Some teachers from my racial or ethnic group don't mix with teachers from other racial and ethnic groups.	1	2	3	4
8. The principal acts equally friendly with teachers from my own and other racial and ethnic groups.	1	2	3	4
9. Teachers often talk with pride about their own racial and ethnic group.	1	2	3	4
10. There aren't enough teachers from my racial or ethnic group.	1	2	3	4
11. Teachers from my racial or ethnic group get along well with teachers from other racial or ethnic groups.	1	2	3	4
12. The principal seems to favor students from my racial and ethnic group.	1	2	3	4
13. Students of other racial and ethnic groups have never called me bad names.	1	2	3	4
14. Most student fights have nothing to do with racial and ethnic issues.	1	2	3	4
15. Students of other racial and ethnic groups have threatened to hurt me in some way.	1	2	3	4
16. Students of other racial and ethnic groups have pushed or hit me.	1	2	3	4
17. The principal and teachers have to protect students of my racial or ethnic group.	1	2	3	4
18. Students of other racial and ethnic groups have stolen from me.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
. In my school this year ...				
19. Our principal likes students of different races and ethnic groups going to the same school together.	1	2	3	4
20. Some teachers seem uneasy when they are around students from my racial and ethnic group.	1	2	3	4
21. Teachers try to get the students from my own and other racial and ethnic groups to get along well.	1	2	3	4
22. Teachers in my classes seem to favor students from their own racial and ethnic groups.	1	2	3	4
23. Many teachers point out how people from my racial or ethnic group contributed to the subject being taught (such as history, art, science, literature).	1	2	3	4
24. Teachers in this school try to ignore or cover up differences between students of my own and other racial and ethnic groups.	1	2	3	4
25. We never talk about how students from my own and other racial or ethnic groups can get along.	1	2	3	4
26. We have studied a lot about the history of people from my racial or ethnic group.	1	2	3	4
27. I have had teachers from my own and from other racial and ethnic groups.	1	2	3	4
28. My teachers never assign me to do projects and other school work with students of racial or ethnic groups other than my own.	1	2	3	4
29. It's easy to find books in the school library about people from my own and other racial and ethnic groups.	1	2	3	4
30. We have studied a lot about the history of people from other racial and ethnic groups.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
. In my school this year ...				
31. Students from my racial or ethnic group are treated unfairly.	1	2	3	4
32. Teachers are equally friendly to students of all racial and ethnic groups.	1	2	3	4
33. Students from my racial or ethnic group are more likely to get suspended.	1	2	3	4
34. Teachers in this school expect more from students of my racial or ethnic group.	1	2	3	4
35. Students from my racial and ethnic group receive as much extra help as they ask for with their school work.	1	2	3	4
36. Students from my racial and ethnic group are more likely to get assigned the best teachers.	1	2	3	4

SECTION IV

. The purpose of this section is to find out what you know, feel and do about other people.

. Remember, this is not a test and your answers are confidential, so give us the best answer you can, even if it is only your best guess.

. If you are not sure how to answer questions, give us the best answer you can, even if it is only your best guess.

. Again, many questions refer to "racial and ethnic" groups by which we mean people who are:

Asian (such as Chinese, Japanese, and others)
Black
Hispanic (such as Puerto Rican, Cuban, Central or South American, and others)
Portuguese
White
And so on

DIRECTIONS

1. We again want to know how well you agree or disagree with each of the following statements.

2. Circle one number for each statement, just as you did in the two preceeding sections.

	Strongly disagree	Disagree	Agree	Strongly agree
1. There are many thousands of Americans who speak Chinese most of the time.	1	2	3	4
2. All people with dark colored skin call themselves "blacks", or "black people."	1	2	3	4
3. Irish immigrants to America did much of the work in building the first railroad across this country.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
4. People from most racial and ethnic groups were discriminated against in housing, jobs and schools when they moved to America.	1	2	3	4
5. Japanese Americans were held without trial in prison-like camps by the U.S. Government during the Second World War.	1	2	3	4
6. One reason some people from a racial or ethnic group stay together is because other people are unfriendly toward them.	1	2	3	4
7. It is against the law to give the best teachers to certain students just because of their racial or ethnic group.	1	2	3	4
8. In many U.S. cities there are poor neighborhoods where only Polish Americans or only Irish Americans or only Italian Americans live.	1	2	3	4
9. One reason some people from a racial or ethnic group stay together is that they don't like people from other racial or ethnic groups.	1	2	3	4
10. People who are born and live in Puerto Rico are American citizens.	1	2	3	4
11. It is against the law for us to keep people of other racial or ethnic groups from moving into our neighborhoods.	1	2	3	4
12. It would probably bother me if several families from other racial and ethnic groups moved into my neighborhood.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
13. Given the free choice, I would go to a school with students who were mostly from other racial and ethnic groups.	1	2	3	4
14. I tend to feel uneasy working on school projects with a student from another racial or ethnic group.	1	2	3	4
15. I feel as safe with kids of other racial or ethnic groups as I do with kids of my own racial or ethnic group.	1	2	3	4
16. I would like to have more friends who are from other racial and ethnic groups.	1	2	3	4
17. Only a person from your own racial or ethnic group can understand you well enough to be your best friend.	1	2	3	4
18. In this school year, I have acted unfriendly toward students of other racial or ethnic groups.	1	2	3	4
19. None of my good friends in school this year are from other racial and ethnic groups.	1	2	3	4
20. In this school year, I have chosen to sit at lunch with students of other racial and ethnic groups.	1	2	3	4
21. In this school year, I have tried to make friends with students of other racial and ethnic groups.	1	2	3	4
22. In this school year, I have avoided walking near students from other racial or ethnic groups.	1	2	3	4
23. In this school year, I have avoided talking to students of other racial and ethnic groups.	1	2	3	4

APPENDIX B

Questionnaire Item-to-Scale Assignments and Item Polarities

SCHOOL CLIMATE	Strongly disagree	Disagree	Agree	Strongly agree
A. COMMUNITY				
1. The students here have a lot of school spirit.	1	2	3	4
— 14. People in this school only look out for themselves.	1	2	3	4
— 27. If I walked around school all day feeling bad about something, nobody would even notice.	1	2	3	4
B. ACCESSIBILITY AND RECEPTIVITY				
2. You can get good advice in this school when you need it.	1	2	3	4
— 15. Students seldom talk to the principal unless they're in trouble.	1	2	3	4
28. Most people here will take enough time to listen.	1	2	3	4
C. INVOLVEMENT				
3. On most days I look forward to my classes.	1	2	3	4
16. Most students here would be upset if they came to school and found a lot of equipment destroyed.	1	2	3	4
— 29. Many students here would prefer to avoid school.	1	2	3	4
D. EQUAL TREATMENT				
4. Students here get the marks they earn.	1	2	3	4
— 17. Only the smarter students ever get the best teachers.	1	2	3	4
— 30. Certain groups of students in this school are looked down on.	1	2	3	4
E. GROUPINGS				
— 5. You feel left out if you're not part of a group in this school.	1	2	3	4
— 18. You need to be in a group to be liked in this school.	1	2	3	4
— 31. People here tend to label you by the group you're in.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
A.	LEARNING ORIENTATION				
6.	Learning is more important than marks in this school.	1	2	3	4
19.	Students here learn many things that will be useful to them after they leave high school.	1	2	3	4
32.	This school teaches you how to deal with all kinds of people.	1	2	3	4
B.	EXPRESSIVENESS				
7.	Students are encouraged to discuss their own ideas freely in classes.	1	2	3	4
– 20.	People in this school are afraid to speak out.	1	2	3	4
33.	Students can be themselves in this school.	1	2	3	4
C.	GOAL DIRECTION				
– 8.	No one really knows the goals of this school.	1	2	3	4
21.	Most students feel that this school helps them meet their own goals.	1	2	3	4
– 34.	Students often work against what this school is trying to do.	1	2	3	4
D.	CHALLENGE				
– 9.	Students here do as little as they have to.	1	2	3	4
– 22.	This school doesn't demand enough from the students.	1	2	3	4
– 35.	No one in this school thinks the work is very important.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
A.	DEALING WITH PROBLEMS				
10.	People here usually avoid admitting problems exist.	1	2	3	4
23.	Students here talk openly about school problems.	1	2	3	4
36.	The same old problems are never solved in this school.	1	2	3	4
B.	ORDER				
11.	Students know exactly what will happen when they break a rule.	1	2	3	4
24.	School rules are broken so often they're considered a joke.	1	2	3	4
37.	Everyone understands the rules in this school.	1	2	3	4
C.	OPTIONS				
12.	Students don't have much choice about which courses they can take.	1	2	3	4
25.	Students here can be trained to qualify for many different kinds of jobs.	1	2	3	4
38.	This school has something to offer to students with many different interests.	1	2	3	4
D.	INFLUENCE DISTRIBUTION				
13.	Students help make the rules in this school.	1	2	3	4
26.	Students have little say in planning school activities.	1	2	3	4
39.	Student government has no power in this school.	1	2	3	4

SCHOOL PRACTICES	Strongly disagree	Disagree	Agree	Strongly agree
A. RACIAL MIXING				
In my school this year...				
1. Students from other racial and ethnic groups always stick together, avoiding the rest of us.	1	2	3	4
2. Certain clubs and teams have few if any students from my racial or ethnic group.	1	2	3	4
3. Students of other racial and ethnic groups often sit with me at lunch.	1	2	3	4
4. There are many opportunities for me to get to know students from other racial and ethnic groups.	1	2	3	4
5. Students of other racial and ethnic groups have avoided walking or standing near to me.	1	2	3	4
6. Students of other racial and ethnic groups have avoided talking about school work with me.	1	2	3	4
B. STAFF MODELS				
In my school this year...				
7. Some teachers from my racial or ethnic group don't mix with teachers from other racial and ethnic groups.	1	2	3	4
8. The principal acts equally friendly with teachers from my own and other racial and ethnic groups.	1	2	3	4
9. Teachers often talk with pride about their own racial and ethnic group.	1	2	3	4
10. There aren't enough teachers from my racial or ethnic group.	1	2	3	4
11. Teachers from my racial or ethnic group get along well with teachers from other racial or ethnic groups.	1	2	3	4
12. The principal seems to favor students from my racial and ethnic group.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
C. SECURITY				
In my school this year ...				
13. Students of other racial and ethnic groups have never called me bad names.	1	2	3	4
14. Most student fights have nothing to do with racial and ethnic issues.	1	2	3	4
15. Students of other racial and ethnic groups have threatened to hurt me in some way.	1	2	3	4
16. Students of other racial and ethnic groups have pushed or hit me.	1	2	3	4
17. The principal and teachers have to protect students of my racial or ethnic group.	1	2	3	4
18. Students of other racial and ethnic groups have stolen from me.	1	2	3	4
D. STAFF SUPPORT FOR INTEGRATION				
In my school this year ...				
19. Our principal likes students of different races and ethnic groups going to the same school together.	1	2	3	4
20. Some teachers seem uneasy when they are around students from my racial and ethnic group.	1	2	3	4
21. Teachers try to get the students from my own and other racial and ethnic groups to get along well.	1	2	3	4
22. Teachers in my classes seem to favor students from their own racial and ethnic groups.	1	2	3	4
23. Many teachers point out how people from my racial or ethnic group contributed to the subject being taught (such as history, art, science, literature).	1	2	3	4
24. Teachers in this school try to ignore or cover up differences between students of my own and other racial and ethnic groups.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
E. EXPOSURE TO MULTI-CULTURAL ISSUES				
In my school this year ...				
25. We never talk about how students from my own and other racial or ethnic groups can get along better.	1	2	3	4
26. We have studied a lot about the history of people from my racial or ethnic group.	1	2	3	4
27. I have had teachers from my own and from other racial and ethnic groups.	1	2	3	4
28. My teachers never assign me to do projects and other school work with students of racial or ethnic groups other than my own.	1	2	3	4
29. It's easy to find books in the school library about people from my own and other racial and ethnic groups.	1	2	3	4
30. We have studied a lot about the history of people from other racial and ethnic groups.	1	2	3	4
F. RACIAL FAIRNESS				
In my school this year ...				
31. Students from my racial or ethnic group are treated unfairly.	1	2	3	4
32. Teachers are equally friendly to students of all racial and ethnic groups.	1	2	3	4
33. Students from my racial or ethnic group are more likely to get suspended.	1	2	3	4
34. Teachers in this school expect more from students of my racial or ethnic group.	1	2	3	4
35. Students from my racial and ethnic group receive as much extra help as they ask for with their school work.	1	2	3	4
36. Students from my racial and ethnic group are more likely to get assigned the best teachers.	1	2	3	4

STUDENT INTEGRATION INDEX

	Strongly disagree	Disagree	Agree	Strongly agree
A. KNOWLEDGE				
1. There are many thousands of Americans who speak Chinese most of the time.	1	2	3	4
2. All people with dark colored skin call themselves "blacks", or "black people."	1	2	3	4
3. Irish immigrants to America did much of the work in building the first railroad across this country.	1	2	3	4
4. People from most racial and ethnic groups were discriminated against in housing, jobs and schools when they moved to America.	1	2	3	4
5. Japanese Americans were held without trial in prison-like camps by the U.S. Government during the Second World War.	1	2	3	4
6. One reason some people from a racial or ethnic group stay together is because other people are unfriendly toward them.	1	2	3	4
7. It is against the law to give the best teachers to certain students just because of their racial or ethnic group.	1	2	3	4
8. In many U.S. cities there are poor neighborhoods where only Polish Americans or only Irish Americans or only Italian Americans live.	1	2	3	4
9. One reason some people from a racial or ethnic group stay together is that they don't like people from other racial or ethnic groups.	1	2	3	4
10. People who are born and live in Puerto Rico are American Citizens.	1	2	3	4
11. It is against the law for us to keep people of other racial or ethnic groups from moving into our neighborhoods.	1	2	3	4
B. ATTITUDES				
12. It would probably bother me if several families from other racial and ethnic groups moved into my neighborhood.	1	2	3	4
13. Given the free choice, I would go to a school with students who were mostly from other racial and ethnic groups.	1	2	3	4

		Strongly disagree	Disagree	Agree	Strongly agree
14.	I tend to feel uneasy working on school projects with students who were mostly from other racial and ethnic groups.	1	2	3	4
15.	I feel as safe with kids of other racial or ethnic groups as I do with kids of my own racial or ethnic group.	1	2	3	4
16.	I would like to have more friends who are from other racial and ethnic groups.	1	2	3	4
17.	Only a person from your own racial or ethnic group can understand you well enough to be your best friend.	1	2	3	4

C. BEHAVIORS

18.	In this school year, I have acted unfriendly toward students of other racial or ethnic groups.	1	2	3	4
19.	None of my good friends in school this year are from other racial and ethnic groups.	1	2	3	4
20.	In this school year, I have chosen to sit at lunch with students of other racial and ethnic groups.	1	2	3	4
21.	In this school year, I have tried to make friends with students of other racial and ethnic groups.	1	2	3	4
22.	In this school year, I have avoided walking near students from other racial or ethnic groups.	1	2	3	4
23.	In this school year, I have avoided talking to students of other racial and ethnic groups.	1	2	3	4

APPENDIX C

Criteria for Questionnaire Item Development, Modification and Selection

A. General Criteria for All Items

The following factors were applied as criteria in the development, modification and selection of questionnaire:

1. Relevance of item to variable based on research data and judgement of project staff and advisors

2. Clarity of item, with one clear focal issue per item

3. Brevity of item, concisely conveying the point to be made

4. Readability (vocabulary and conceptual level) of item for students reading at a seventh grade level.

Additionally, we have attempted to equalize the number of items per variable in our three main indices.

1. The School Climate Index uses three research proven items for each of its thirteen variables.

2. The School Practices Index uses six unproven items for each of its six variables

3. In the Student Racial Integration Index, two of the three variables use six items (some research tests and others newly developed). The one exception, the variable we call knowledge, utilizes ten items (again, some tested and some newly developed). This ten item battery is meant to:

   a. Better tap the types and level of knowledge of interracial issues actually held by high school students.

   b. Enable us to refine and further develop a battery of research proven, highly effective items to gauge this variable in the future.

B. Specific Criteria for Each Index

I. Student Biographical Information and Control Variables

Wherever possible, the items and the variables they measure were drawn from the research in this area. In a few cases, we found it necessary to develop items to control for variables identified by advisors and staff as potentially powerful factors impacting on students' responses to our questionnaire.

Research Based items/variables include student reported

a. Sex
b. Race/ethnic group
c. Age
d. SES (family size, parent occupation and education)
e. Course of study
f. Aspirations
g. Achievement

Advisor/staff based item/variables

a. Past and present interracial experience outside of school
b. Past and present interracial experience in school
c. Reason for attending present school
d. Means of transport to school
e. Number of years in present school
f. Rate today's attitude toward other racial and ethnic groups compared to other days

II. School Climate Questionnaire

The following factors were applied as criteria in order of weight given to them with variance being by far given the most weight.

a. Item's variance - the higher the better
b. Item's item/variable correlation - the higher the better
c. Item's item/domain correlation - the lower the better
d. Subjective analysis of item's relevance to variable

Advisory group members and staff were asked to score each item based on the above criteria with a (+) or (-) as a means to identifying the most powerful items.

Analysis of advisors' and staff scores led to the reduction of items per variable.

We provide simple declarative statements, and ask the student to rate the level to which (s)he agrees or disagrees with each statement as it describes situations in the student's school.

II .School Practices Context

We are seeking student perceptions of school factors which may impact on student knowledge, attitudes and behaviors with people of other racial or ethnic groups. These factors, many of which mirror those described by school staff, include:

a. Perceived attitudes of teachers, the principal, other students, and people of other racial and ethnic groups.
b. Perceived behaviors of the above school actors, both positive and negative in potential impact on the responding student.
c. School policies, activities, programs etc. that may potentially impact on students with regard to racial and ethnic issues.

We have employed six variables as a means to categorizing the impacting relevance of these school racial/ethnic factors.

a. Racial Mixing - student perceptions of the degree to which students of one racial or ethnic group are isolated from students of other racial and ethnic groups.
b. Staff Modeling - student perceptions of school adults as models for integration (knowledge, attitudes, and behaviors)
c. Security - student perceptions about school conditions impacting on student safety vis a vis racial or ethnic conflict (i.e., number of interracial fights)
d. Staff Support - student perceptions about the supportiveness of other school people and policies for integration (i.e., staff attitudes)
e. Multicultural Exposure - student perception of school programmatic efforts to promote greater knowledge of, more positive attitudes toward, and behaviors with people of different racial and ethnic groups (i.e., multicultural curricula)
f. Racial Fairness - student perceptions of the equity of treatment of people across racial and ethnic groups.

We provide simple declarative statements, and ask the student to rate the level to which (s)he agrees or disagrees with each statement as it describes situations in the student's school.

IV. Student Racial/Ethnic Integration Index

The index is based upon research (see St. John) that supports the interrelatedness of a person's knowledge, about attitudes toward, and behavior with respects of a given issue. In our case, we are seeking to measure students' knowledge about, attitudes toward, and behavior with people of different racial and ethnic groups. The criteria applied in selecting items for each of these areas are as follows:

a. Knowledge

We are looking for information that students might correctly be given through their high school curricula

We are focusing upon student knowledge about issues dealing with
- Equal opportunity laws
- Comparative immigration experiences across racial and ethnic groups
- Comparative "minority" experience across racial and ethnic groups
- Racial and ethnic cultural diversity as it exists in America today

We are asking students to respond to simple declarative sentences. We are asking students to rate the degree to which they agree or disagree with each statement.

As far as we have been able to determine, these "knowledge" items and issues are breaking new ground as indices for student integration.

b. Attitude

We are seeking to measure each student's personal attitudes toward people of racial and ethnic groups other than his/her own. We are not in this section, seeking to measure each student's perceptions of other's racial or ethnic attitudes.

Wherever possible, we have again drawn on research based items and issues. Unfortunately, many of these "classic" items are, by present standards (those of our advisors, as well as our own) repugnant to members of "minority" racial and ethnic groups.

Therefore, our measures of student attitudes toward other racial and ethnic groups focus on themes often identified in previous research, but redesigned for us. These themes include:

- Fear
- Friendliness
- Social distance
- Ethnocentrism
- Not interracial sexual relationships

Again, we provide declarative sentences, and we then ask the student to rate the degree to which he/she agrees or disagrees with the statement provided.

c. Behavior

We are seeking to measure student choices of self-directed behaviors toward and with people of other racial and ethnic groups. These behaviors are differentiated from those caused (overtly promoted or forced) by outside agents (such as school staffs, parents, etc.)

In this effort, we ask students to report on certain behaviors they have chosen to exhibit, especially within the school context.

Our selection criteria are therefore:

a. Items that describe behavioral choice opportunities open to every student in desegregated school

b. Items that focus on student-controlled vs. other-controlled behaviors

c. Itmes that students can easily reflect and then report on

d. No item should focus upon interracial sexual relationship/ behavior choices

Again, we provide simple declarative sentences. We then ask the student to rate the degree to which he/she agrees or disagrees with the statement.

C. Specific Criteria for Items Identifying Racial or Ethnic Groups

We have used the contrasting identifying phrases "of your own racil or ethnic group," "of other racial and ethnic groups" throughout our questionnaires.

We have done this for three reasons:

1. We hypothesize that high school students are most cognizant of racial and ethnic differentiations as they relate to the students' own racial/ethnic self-definition. Thus, we attempt to maximize this student cognizance by consistently referencing racial and ethnic identity issues to the student's own racial and ethnic identity.

2. Since integration index broadly involves interracial/ethnic knowledge, attitudes, behavior and perceptions, there is no necessity to be more specific when asking about "our" or "other" races or ethnic groups (i.e., how do whites feel vs. how do blacks feel, etc.)

3. The individualized specification of race as noted in the examples of the preceding point, also would require the replacement of many race/ethnic general items with series of items asking the same question with regard to several individual racial or ethnic groups.

APPENDIX D

Technical Properties of The Instruments

This appendix discusses features of the instruments used in the research, the factor structure or nature of clustering of the variables, and the inter-correlations of the independent, control, and outcome variables with the student integration outcomes. It may be helpful to mention in overview the total set of items and variables:

A) 20 student biographical items;

B) 39 student-rated items on 13 school climate variables (3 items per variable);

C) 36 student-rated items on 6 school practices intended to promote integration (6 items per practice);

D) 36 teacher-rated items on 6 school practices intended to promote integration (3 items per practice with both the perceived effort and effectiveness of each practice rated); and

E) 26 items on outcomes (11 items on integration knowledge, 6 items on integration attitudes, 6 items on integration behavior, and one item each on current educational program, educational plans after high school, and marks).

Comparison of the questionnaire and the labels on the tables as well as the discussion below will help make clear the methods of item coding and methods of analysis.

A) Student Biographical Items

As in the case of the other sets of items, the responses to the student biographical items were subjected to a principal-components factor analysis with a cut-off of one on the eigenvalues and then varimax rotated to ascertain the degree and nature of clustering of the responses to the items. Table 1 (p. 105), shows that the factoring procedure resulted in six factors that account for 69 percent of the variance in the items responses. The first factor, that may be termed "Current Inter-Racial Experience," shows highest loadings on Neighborhood Integrated, (few of) Your Race in Classes (this year); and (many) Friends (of other racial and ethnic groups) Outside School. The second factor, Socio-Economic Status, loads heavily on the parental occupation and education indexes. The third factor loads positively on Black and negatively on White. The fourth reveals a factor of "Length of Inter-Racial Experience" in classes and neighborhoods. The fifth and sixth factors load only on single items, respectively, Sex and Family Intactness.

B) School Climate Variables

The factoring procedure resulted in four factors that account for 58 percent of the response variance and that resemble other factor patterns found in group climate and discussed by Moos and Walberg. The first factor might be termed "Relations," "Communications," or "Affect;" it loads on the following cluster

of student-rated climate variables: Community, Receptivity, Expressiveness, Dealing with Problems, and (student) Influence. The second factor, "Task Orientation," loads heavily on Goal Direction, Challenge, and Order. The third factor, "Egalitarianism," loads heavily on Equal Treatment and Grouping; the items suggest that schools high on this factor contain students who are liked and treated equally even if they earn low grades and are not part of a group. The fourth factor, "Openess," loads heavily on Learning Orientation and Options and identifies schools that have a greater diversity of learning means and goals such as dealing with people, diversity of courses, and a variety of student interests represented in the educational program.

C) Student-Rated School Practices

Factoring and rotation of the student-rated school practices to promote student integration produced three factors that account for 72 percent of the variance in the responses to these items (Table 3). The first factor loads on Mixing, Security, and Fairness and may be termed "Student Integration." The second factor, "Faculty Integration," loads on (faculty) Modeling Behaviors and Support for Integration. The third factor loads on only one item, Multi-Cultural Exposure (in the educational program).

D) Teacher-Rated School Practices

Factoring and rotation of the teacher-rated effectiveness of school practices resulted in three factors (Table 4) that account for 83 percent of the variance in their responses. The first factor loads on Security, Support and Multi-Cultural Exposure and may be termed "Integration Context." The second factor, "Integration Behavior," loads most heavily on (faculty) Modeling and (student) Mixing. The third factor loads on Modeling and Fairness and may be termed "Egalitarianism." The analyses of the teacher ratings of effort in the same school practices (Table 5) produced a set of essentially similar three factors.

E) Outcome Variables

The analysis of the nine outcome variables revealed five factors that account for 79 percent of the variance in the coded responses (Table 6). The first factor, "College Plans and Program," loads heavily on items associated with the distinctive pattern of responses of college-bound students. The second factor, "Integration Attitude and Behavior," identifies students who reported positive inter-racial and inter-ethnic feelings and acts but who are not necessarily the same students that are high on the fourth factor, "Integration Knowledge;" this interesting separation reveals that those students with the greatest inter-racial and inter-ethnic knowledge are not necessarily those who report the more positive feelings and behaviors toward members of racial and ethnic groups other than their own.

F) Inter-Correlations of Variables

Should any research investigator wish to perform a secondary analysis of the collected data, the inter-correlations of all variables (shown in Table 7) may be employed. It is possible to pose alternative assumptions and path models of the causal structure of school-integration processes and to probe these models using the correlations in the table.

TABLE 1

TDR SCHOOL INTEGRATION DATA HARVARD 01:46 PM MAY 31, 1979 PAGE 27

ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	4	5	6	COMMUNALITY
LIVE WITH YOUR PARENTS	PARENTS	-0.074	-0.026	0.184	0.035	0.020	-0.918	0.885
FATHER'S EDUCATION	FEDUC	-0.004	0.752	0.044	0.016	-0.117	-0.056	0.584
MOTHER'S EDUCATION	MEDUC	0.003	0.821	-0.086	-0.013	-0.070	-0.128	0.703
FATHER'S OCCUPATION	FOCCUP	-0.056	0.532	0.206	0.017	0.050	0.328	0.478
MOTHER'S OCCUPATION	MOCCUP	-0.029	0.665	-0.051	0.069	0.125	0.135	0.484
YEARS INTEGRATED CLASSES	TIMEINT	-0.145	0.068	0.159	0.875	-0.053	-0.009	0.820
NEIGHBORHOOD INTEGRATED?	NGHBOD	0.783	0.028	-0.138	0.078	0.106	-0.016	0.650
# YOUR RACE IN CLASSES	CLASSES	0.620	-0.110	0.129	0.016	-0.174	0.026	0.444
YRS IN INTEG. NEIGHBRHD	YRLIVINT	0.441	0.008	-0.235	0.637	0.129	-0.042	0.674
FRIENDS OUTSIDE SCHOOL	FRIENDS	0.759	0.029	-0.000	-0.064	0.018	0.057	0.592
	SEX	-0.025	-0.036	0.063	0.015	0.961	-0.011	0.929
	BLACK	0.157	-0.077	0.895	-0.006	0.059	-0.126	0.851
	WHITE	0.325	-0.102	-0.833	-0.048	-0.005	0.066	0.825
	SUM SQUARES	1.929	2.001	1.758	1.191	1.025	1.015	8.917

TABLE 2

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ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	4	COMMUNALITY
	COMMUNTY	0.672	0.340	0.100	-0.018	0.578
ACCESSIBILITY,RECEPTIVIT	RECEPTV	0.618	0.161	0.060	0.334	0.523
INVOLVEMENT	INVOLVED	0.363	0.416	-0.000	0.380	0.450
EQUAL TREATMENT	EQUALTRT	0.159	0.317	0.614	0.207	0.546
GROUPINGS	GROUPING	0.125	0.036	0.888	-0.030	0.807
LEARNING ORIENTATION	LEARNING	0.194	0.240	0.004	0.759	0.678
EXPRESSIVENESS	EXPRESSV	0.614	-0.030	0.259	0.273	0.520
GOAL DIRECTION	GOAL	0.324	0.663	0.121	0.191	0.595
CHALLENGE	CHALENGE	0.239	0.774	0.089	-0.220	0.713
DEALING WITH PROBLEMS	PROBLEMS	0.660	0.207	0.122	0.008	0.501
ORDER	RULES	-0.043	0.654	0.158	0.345	0.574
OPTIONS	OPTIONS	0.315	-0.060	0.050	0.715	0.618
INFLUENCE DISTRIBUTION	INFLUNCE	0.605	0.074	0.016	0.220	0.420
	SUM SQUARES	2.485	1.993	1.320	1.723	7.521

TABLE 3

ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	COMMUNALITY
ISOLATION	ISOLATN	0.727	0.119	-0.303	0.635
MODELING BEHAVIORS	MODELS	-0.000	0.899	-0.113	0.819
	SECURITY	0.845	0.061	0.074	0.723
SUPPORT FOR INTEGRATION	SUPPORT	0.370	0.617	-0.291	0.602
MULTI-CULTURAL EXPOSURE	MULTICLT	0.078	0.196	-0.945	0.933
	FAIRNESS	0.584	0.512	-0.064	0.607
	SUM SQUARES	1.726	1.505	1.093	4.325

TABLE 4

ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	COMMUNALITY
TEACHER, EFFORT ISOLATIO	TISOLATN(1)	0.089	-0.966	0.009	0.941
TEACHER, EFFORT MODELING	TMODELNG(1)	0.091	-0.503	0.696	0.838
TEACHER, EFFORT MODELING	TSECURTY(1)	0.622	-0.560	0.302	0.792
TEACHER, EFFORT SUPPORT	TSUPPORT(1)	0.890	-0.226	0.033	0.845
TEACHER, EFFORT MULTCULT	TMULTCLT(1)	0.752	0.095	0.364	0.708
TEACHER, EFFORT FAIRNESS	TFAIRNES(1)	0.260	0.011	0.880	0.842
	SUM SQUARES	1.829	1.653	1.483	4.966

TABLE 5

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ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	COMMUNALITY
TEACHER, EFFECT ISOLATIO	TISOLATN(2)	0.067	-0.955	0.175	0.948
TEACHER, EFFECT MODELING	TMODELNG(2)	0.451	-0.581	0.393	0.696
TEACHER, EFFECT MODELING	TSECURTY(2)	0.584	-0.318	0.422	0.620
TEACHER, EFFECT SUPPORT	TSUPPORT(2)	0.880	-0.342	-0.125	0.908
TEACHER,EFFECT MULTCULT	TMULTCLT(2)	0.934	0.084	0.253	0.944
TEACHER, EFFECT FAIRNESS	TFAIRNES(2)	0.034	-0.208	0.942	0.939
	SUM SQUARES	2.204	1.519	1.332	5.054

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TABLE 6

ROTATED FACTOR LOADINGS

VARIABLE DESCRIPTION	NAME	1	2	3	4	5	COMMUNALITY
	KNOWLEDG	-0.155	0.095	-0.143	-0.724	-0.112	0.591
	ATTITUDE	0.051	0.907	0.000	-0.029	-0.008	0.826
	BEHAVIOR	0.041	0.893	-0.021	-0.090	-0.062	0.821
VOCATIONAL PROGRAM	VOCPROG	-0.140	-0.014	0.909	0.198	-0.047	0.888
COLLEGE PROGRAM	COLLPROG	0.420	0.050	-0.169	-0.722	-0.054	0.733
BUSINESS PROGRAM	BUSINESS	-0.348	0.012	-0.512	0.632	-0.170	0.811
PLAN FOR COLLEGE	COLLEGE	0.794	0.116	-0.059	-0.159	-0.202	0.714
PLAN NON-COLLEGE EDUC	OTHREDUC	-0.847	0.007	0.020	-0.009	-0.059	0.721
MARKS IN SCHOOL	MARKS	-0.092	-0.054	-0.016	0.075	0.969	0.957
	SUM SQUARES	1.703	1.657	1.143	1.524	1.034	7.062

TABLE 7

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FILE RACESEX (CREATION DATE = 06/12/79)
SUBFILE ASIAMALE ASIANFEM BLCKMALE BLACKFEM HISPMALE HISPFEM PORTMALE PORTFEM WHITMALE WHITEFEM
OTHRMALE OTHERFEM

CORRELATION COEFFICIENTS

A VALUE OF 99.00000 IS PRINTED
IF A COEFFICIENT CANNOT BE COMPUTED.

	KNOWLEDG	ATTITUDE	BEHAVIOR	VOCPROG	COLLPROG	BUSINESS	COLLEGE	OTHREDUC	MARKS	COMMUNTY	RECEPTV	INVOLVED
KNOWLEDG	1.00000	0.08474	0.14265	-0.14470	0.29173	-0.14134	0.13220	-0.08153	-0.00613	0.00814	-0.02563	0.01969
ATTITUDE	0.08474	1.00000	0.65777	-0.04169	0.12351	-0.07351	0.15661	-0.04549	-0.10705	0.15517	0.22171	0.27922
BEHAVIOR	0.14265	0.65777	1.00000	-0.04392	0.16443	-0.05626	0.17774	-0.05006	-0.14670	0.18972	0.19007	0.24423
VOCPROG	-0.14470	-0.04169	-0.04392	1.00000	-0.34428	-0.13385	-0.16261	0.00580	0.03783	-0.01160	-0.01198	-0.01483
COLLPROG	0.29173	0.12351	0.16443	-0.34428	1.00000	-0.50739	0.43844	-0.28308	-0.14811	0.14587	0.10147	0.08868
BUSINESS	-0.14134	-0.07351	-0.05626	-0.13385	-0.50739	1.00000	-0.26120	0.24206	-0.02678	-0.04964	-0.01857	-0.06166
COLLEGE	0.13220	0.15661	0.17774	-0.16261	0.43844	-0.26120	1.00000	-0.49330	-0.19038	0.15034	0.10048	0.13906
OTHREDUC	-0.08153	-0.04549	-0.05006	0.00580	-0.28308	0.24206	-0.49330	1.00000	0.01771	-0.09502	-0.05775	-0.02684
MARKS	-0.00613	-0.10705	-0.14670	0.03783	-0.14811	-0.02678	-0.19038	0.01771	1.00000	-0.03505	-0.07160	-0.11463
COMMUNTY	0.00814	0.15517	0.18972	-0.01160	0.14587	-0.04964	0.15034	-0.09502	-0.03505	1.00000	0.47043	0.35165
RECEPTV	-0.02563	0.22171	0.19007	-0.01198	0.10147	-0.01857	0.10048	-0.05775	-0.07160	0.47043	1.00000	0.39564
INVOLVED	0.01969	0.27922	0.24423	-0.01483	0.08868	-0.06166	0.13906	-0.02684	-0.11463	0.35165	0.39564	1.00000
EQUALTRT	0.00854	0.16849	0.15407	-0.07814	0.07299	0.00463	0.04190	-0.03768	-0.05424	0.31668	0.29052	0.31560
GROUPING	-0.11621	0.17861	0.12865	0.01416	-0.03094	0.06787	-0.00884	0.02083	-0.01788	0.20205	0.17628	0.08464
LEARNING	0.02847	0.20687	0.19489	-0.01326	0.06616	0.00138	0.06511	-0.00571	-0.07379	0.28954	0.38887	0.40047
EXPRESSV	0.04612	0.14514	0.14006	-0.07302	0.07499	-0.00118	0.05811	-0.00832	-0.12140	0.38007	0.42110	0.28971
GOAL	0.05275	0.17105	0.17227	-0.02696	0.13688	-0.03472	0.09253	-0.05700	-0.05048	0.36843	0.35309	0.38402
CHALENGE	0.07372	0.07527	0.08137	-0.03448	0.13574	-0.04835	0.09985	-0.06144	0.04946	0.35665	0.17590	0.26149
PROBLEMS	0.01557	0.19603	0.17148	-0.04367	0.04584	0.00254	0.05024	-0.03722	-0.08422	0.37127	0.37233	0.34064
RULES	-0.02900	0.10818	0.11372	-0.06198	0.00735	0.05009	0.04394	-0.01049	-0.00015	0.26564	0.24220	0.28195
OPTIONS	-0.01665	0.13974	0.14964	0.07158	0.05017	-0.01806	0.01048	0.00357	-0.16102	0.22998	0.37078	0.24342
INFLUNCE	0.03048	0.16283	0.14390	-0.06753	0.12008	-0.04420	0.11174	-0.01887	-0.14797	0.31378	0.35902	0.29455
ISOLATN	0.06012	0.47783	0.47464	-0.08615	0.17932	-0.03108	0.17503	-0.08666	-0.08414	0.36595	0.33423	0.30554
MODELS	0.16947	0.10121	0.19763	-0.04064	0.10374	-0.00916	0.08169	-0.03443	-0.11038	0.20995	0.19483	0.15440
SECURITY	-0.02184	0.34840	0.29764	-0.05496	0.03274	0.09332	0.06286	-0.04718	0.00170	0.21181	0.17027	0.22188
SUPPORT	0.06926	0.26099	0.29797	-0.03806	0.05824	0.01611	0.04676	-0.01926	-0.11154	0.26889	0.31868	0.29826
MULTICLT	0.10539	0.17091	0.24378	-0.06865	0.08701	-0.00025	0.04316	-0.03109	-0.05461	0.19700	0.23642	0.19277
FAIRNESS	0.02721	0.32944	0.37078	-0.05705	0.11943	-0.02631	0.07811	-0.04414	-0.11873	0.28220	0.31314	0.25154
PARENTS	-0.03694	-0.11330	-0.05197	0.02264	0.05161	-0.05543	0.07136	-0.00694	-0.08666	0.04278	-0.04142	-0.02863
FEDUC	0.10969	0.00309	0.00114	-0.04495	0.10441	-0.09032	0.14207	-0.07582	-0.06305	0.01153	0.02032	0.02332
MEDUC	0.09106	0.01741	0.01625	-0.04443	0.16959	-0.08824	0.11277	-0.08061	-0.01047	0.04439	0.03226	0.01848
FOCCUP	0.06569	-0.04747	-0.00947	-0.05169	0.13940	-0.05593	0.10678	-0.07970	-0.05599	0.06442	-0.03023	-0.00688
MOCCUP	0.07566	0.03418	0.04876	-0.02941	0.15393	-0.07698	0.13726	-0.05184	-0.00816	0.04046	-0.01813	0.02937
TIMEINT	0.18952	-0.00371	0.09962	-0.06214	0.16550	-0.06029	0.07551	-0.05102	-0.03119	0.06307	0.01232	-0.04506
NEIGHOOD	0.00684	0.25017	0.15776	0.02464	0.04184	-0.02974	0.03674	0.00687	-0.00530	0.00311	0.02810	0.04955
CLASSES	-0.12154	0.05306	0.02819	0.07539	-0.09055	-0.00860	0.01136	0.00519	-0.01045	-0.10132	0.00840	-0.00077
YRLIVINT	0.04348	0.32212	0.23591	-0.01569	0.09211	-0.05128	0.07121	-0.02635	-0.03410	0.05307	0.09719	0.05655

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FILE RACESEX (CREATION DATE = 06/12/79)
SUBFILE ASIANMALE ASIANFEM BLCKMALE BLACKFEM HISPMALE HISPFEM PORTMALE PORTFEM WHITMALE WHITEFEM
OTHRMALE OTHRFEM

	KNOWLEDG	ATTITUDE	BEHAVIOR	VOCPROG	COLLPROG	BUSINESS	COLLEGE	OTHREDUC	MARKS	COMMUNTY	RECEPTV	INVOLVED
FRIENDS	-0.02746	0.30622	0.19105	0.06304	0.00639	-0.04624	0.06133	0.00031	-0.03950	-0.01303	0.04770	0.07946
BLACK	-0.03000	0.22003	0.09806	-0.06393	0.01037	0.09720	-0.02946	0.08535	0.12998	-0.02450	0.02113	0.05727
WHITE	0.00112	-0.35497	-0.17673	0.05578	-0.00714	-0.03035	-0.04657	-0.04493	-0.03674	0.07649	-0.03136	-0.13017
SEX	0.07329	0.10034	0.15567	-0.17019	0.03878	0.18010	0.08922	0.03528	-0.13932	0.09247	0.00066	0.02267
SCHWHITE	0.10727	-0.07715	0.01459	-0.09074	0.15738	-0.14125	0.16332	-0.09927	0.06722	0.15230	0.00629	-0.01481

	EQUALTRT	GROUPING	LEARNING	EXPRESSV	GOAL	CHALENGE	PROBLEMS	RULES	OPTIONS	INFLUNCE	ISOLATN	MODELS
KNOWLEDG	0.00854	-0.11621	0.02047	0.04612	0.05275	0.07372	0.01557	-0.02980	-0.01665	0.03048	0.06012	0.18047
ATTITUDE	0.16049	0.17661	0.20687	0.14514	0.17105	0.07527	0.19603	0.10818	0.13974	0.16283	0.47783	0.10121
BEHAVIOR	0.15407	0.12065	0.19489	0.14006	0.17227	0.08137	0.17148	0.11372	0.14964	0.14390	0.47464	0.19763
VOCPROG	-0.07014	0.01416	-0.01326	-0.07302	-0.02696	-0.03448	-0.04367	-0.06198	0.07153	-0.06753	-0.08615	-0.04064
COLLPROG	0.07299	-0.03094	0.09616	0.07499	0.13588	0.13574	0.04304	0.00735	0.05017	0.12808	0.17932	0.10374
BUSINESS	0.00463	0.06787	0.00138	-0.00118	-0.03472	-0.04835	0.00254	0.05089	-0.01806	-0.04420	-0.03108	-0.00916
COLLEGE	0.04190	-0.00004	0.06511	0.05811	0.09253	0.09985	0.05024	0.04394	0.01043	0.11174	0.17503	0.08169
OTHREDUC	-0.03768	0.00093	-0.00571	-0.00332	-0.05700	-0.06144	-0.03722	-0.01049	0.00357	-0.01887	-0.00666	-0.03443
MARKS	-0.05424	-0.01703	-0.07379	-0.12140	-0.05048	0.04946	-0.00422	-0.00015	-0.16102	-0.14797	-0.02214	-0.11038
COMMUNTY	0.31663	0.20205	0.28954	0.38007	0.36843	0.35665	0.37127	0.26864	0.22998	0.31578	0.36585	0.20795
RECEPTV	0.29052	0.17828	0.38037	0.42110	0.35309	0.17590	0.37233	0.24220	0.37078	0.35902	0.33423	0.19483
INVOLVED	0.31560	0.00464	0.40047	0.28971	0.30402	0.26149	0.34064	0.28195	0.24342	0.29455	0.30554	0.15440
EQUALTRT	1.00000	0.32045	0.27172	0.25904	0.36403	0.26027	0.25650	0.27759	0.13606	0.21620	0.31922	0.16983
GROUPING	0.32045	1.00000	0.12029	0.22110	0.20072	0.17696	0.17389	0.17171	0.13117	0.14127	0.29108	0.08826
LEARNING	0.27172	0.12029	1.00000	0.37589	0.30205	0.17330	0.30759	0.27973	0.45813	0.29969	0.29562	0.17461
EXPRESSV	0.25904	0.22110	0.37589	1.00000	0.30610	0.12631	0.42954	0.20034	0.30934	0.30668	0.28767	0.21156
GOAL	0.36403	0.20072	0.38205	0.30610	1.00000	0.50075	0.36270	0.39430	0.25181	0.35952	0.28976	0.16819
CHALENGE	0.26027	0.17696	0.17330	0.12631	0.50075	1.00000	0.24357	0.33303	0.02030	0.21053	0.20903	0.09121
PROBLEMS	0.25650	0.17389	0.30759	0.42954	0.36270	0.24357	1.00000	0.24058	0.28132	0.35995	0.29971	0.19659
RULES	0.27759	0.17171	0.27973	0.20034	0.39430	0.33303	0.24058	1.00000	0.13966	0.16854	0.20419	0.09821
OPTIONS	0.13606	0.13117	0.45813	0.30934	0.25181	0.02030	0.28132	0.13966	1.00000	0.33983	0.22095	0.24268
INFLUNCE	0.21620	0.14127	0.29969	0.30668	0.35952	0.21053	0.35995	0.16854	0.33983	1.00000	0.26145	0.23827
ISOLATN	0.31922	0.29108	0.29562	0.28767	0.28976	0.20903	0.29971	0.20419	0.22095	0.26145	1.00000	0.25879
MODELS	0.16983	0.08826	0.17461	0.21156	0.16819	0.09121	0.19659	0.09821	0.24268	0.23827	0.25879	1.00000
SECURITY	0.22819	0.24249	0.16133	0.19829	0.18789	0.00607	0.18939	0.14154	0.12420	0.11147	0.41446	0.15517
SUPPORT	0.27264	0.16491	0.31172	0.30407	0.26313	0.09040	0.20884	0.20502	0.29662	0.27546	0.39940	0.42651
MULTICLT	0.14104	0.09439	0.25312	0.23023	0.18748	0.13828	0.20527	0.15076	0.21731	0.26098	0.27667	0.34997
FAIRNESS	0.33778	0.20473	0.22981	0.29009	0.27228	0.11514	0.24312	0.16392	0.28169	0.29036	0.42335	0.37704
PARENTS	-0.00805	-0.05118	-0.00246	-0.02244	0.03078	0.05358	-0.03423	0.04236	-0.00900	0.04000	-0.04570	0.03949
FEDUC	0.03753	-0.01566	0.05602	0.02062	0.02478	0.00336	0.02115	0.00583	0.00210	0.04662	0.06604	0.06824
MEDUC	0.02657	-0.02103	0.02612	0.05239	0.05555	0.09264	0.03060	-0.00358	0.03216	0.06558	0.09274	0.06671
FOCCUP	0.00049	-0.00723	0.03739	0.04221	0.01876	0.08359	-0.02471	0.01417	0.04028	0.09015	0.02173	0.05400

FILE RACESEX (CREATION DATE = 06/12/79)
SUBFILE ASIANMALE ASIANFEM BLCKMALE BLACKFEM HISPMALE HISPFEM PORTMALE PORTFEM WHITMALE WHITEFEM
OTHRMALE OTHERFEM

	EQUALTRT	GROUPING	LEARNING	EXPRESSV	GOAL	CHALENGE	PROBLEMS	RULES	OPTIONS	INFLUNCE	ISOLATN	MODELS
MOCCUP	-0.00058	-0.02984	0.01802	0.00011	-0.03088	0.07551	-0.02113	-0.02778	0.05927	0.03926	0.04887	0.05256
TIMEINT	0.04300	0.01307	0.01050	0.08116	0.00958	0.11639	0.02119	0.04331	0.10692	0.03478	0.05099	0.11261
NBRHOOD	-0.03294	-0.00073	0.01597	0.00144	-0.00063	-0.04696	0.05241	-0.04652	0.05187	0.01428	0.11159	-0.10469
CLASSES	-0.03814	-0.02197	0.01303	-0.00031	-0.00477	-0.06797	-0.04509	-0.06894	0.05308	-0.05761	-0.03546	-0.17748
YRLYINT	-0.03300	0.05745	0.03268	-0.01630	0.04781	0.03232	0.03028	-0.02390	0.06457	0.04984	0.17058	-0.07030
FRIENDS	-0.04078	-0.02825	0.06718	-0.03034	0.01468	-0.06669	0.01599	-0.03063	0.06309	-0.01583	0.15062	-0.10192
BLACK	0.03121	0.00015	0.01947	0.01013	-0.01188	-0.00134	-0.00508	0.02336	-0.00184	-0.05449	0.13111	-0.16439
WHITE	-0.00375	-0.04846	-0.04452	0.03396	0.02232	0.03625	0.00110	-0.04369	0.02147	0.00247	-0.16044	0.20037
SEX	0.07319	0.00035	0.02667	0.03161	0.10567	0.12441	0.00731	0.09678	-0.02081	0.09050	0.08586	0.11339
SCHWHITE	0.02770	-0.12641	-0.03475	0.01094	0.11568	0.20993	0.01656	0.04351	-0.08490	0.09554	-0.03361	0.11612

	SECURITY	SUPPORT	MULTICLT	FAIRNESS	PARENTS	FEDUC	MEDUC	FOCCUP	MOCCUP	TIMEINT	NBRHOOD	CLASSES
KNOWLEDG	-0.02184	0.06926	0.10539	0.02721	-0.03694	0.10969	0.09106	0.06569	0.07566	0.18952	0.00624	-0.12154
ATTITUDE	0.34040	0.26099	0.17091	0.32944	-0.11332	0.00809	0.01741	-0.04747	0.03416	-0.00371	0.25017	0.05396
BEHAVIOR	0.29764	0.29797	0.24378	0.37078	-0.05199	0.00114	0.01625	-0.00947	0.04876	0.09962	0.15776	0.02819
VOCFROG	-0.05496	-0.03086	-0.06865	-0.05705	0.02264	-0.04495	-0.04448	-0.05169	-0.02941	-0.06214	0.02464	0.07539
COLLFROG	0.03274	0.05024	0.08701	0.11963	0.05161	0.18441	0.16959	0.13940	0.15393	0.16550	0.04104	-0.09055
BUSINESS	0.09332	0.01611	-0.00025	-0.02631	-0.05543	-0.09032	-0.08824	-0.05593	-0.07698	-0.06029	-0.02974	-0.00260
COLLEGE	0.06206	0.04676	0.04316	0.07811	0.07136	0.14207	0.11277	0.10678	0.13726	0.07551	0.03674	0.01136
OTHREDUC	-0.04718	-0.01926	-0.03109	-0.04414	-0.00694	-0.07582	-0.08061	-0.07970	-0.05184	-0.05102	0.00637	0.00519
MARKS	0.00170	-0.11154	-0.05461	-0.11873	-0.08666	-0.06305	-0.01047	-0.05599	-0.00818	-0.03119	-0.05538	-0.01045
COMMUNTY	0.21181	0.26809	0.19700	0.28220	0.04278	0.01153	0.04439	0.06442	0.04046	0.06387	0.00311	-0.10132
RECEPTV	0.17027	0.31868	0.23642	0.31314	-0.04142	0.02032	0.03226	-0.03023	-0.01813	0.01232	0.00810	0.00840
INVOLVED	0.22103	0.29026	0.19277	0.25154	-0.02063	0.02332	0.01848	-0.00688	0.02937	-0.04506	0.04955	-0.00077
EQUALTRT	0.22819	0.27264	0.14104	0.33778	-0.00025	0.03753	0.02657	0.00849	-0.00858	0.04300	-0.03094	-0.00314
GROUPING	0.04249	0.16491	0.09430	0.20473	-0.05118	-0.01566	-0.02108	-0.00723	-0.02984	0.01307	-0.00078	-0.02197
LEARNING	0.16133	0.31172	0.25812	0.22981	-0.00246	0.05602	0.02612	0.03739	0.01802	0.01050	0.01697	0.01303
EXPRESSV	0.19629	0.30407	0.23023	0.29009	-0.02244	0.02062	0.05230	0.04221	0.00011	0.08116	0.00144	-0.00061
GOAL	0.10789	0.26313	0.16748	0.27228	0.03078	0.02478	0.05555	0.01876	-0.03088	0.00953	-0.00063	-0.00477
CHALENGE	0.00607	0.09040	0.13828	0.11514	0.05358	0.08306	0.09264	0.08359	0.07551	0.11639	-0.04696	-0.06797
PROBLEMS	0.18939	0.20004	0.20527	0.24312	-0.03423	0.02115	0.03030	-0.02471	-0.02113	0.02119	0.05241	-0.04509
RULES	0.14154	0.20502	0.15076	0.16392	0.04236	0.00588	-0.00358	0.01417	-0.02778	0.04331	-0.04652	-0.06894
OPTIONS	0.12420	0.29462	0.21731	0.20169	-0.00900	0.00210	0.03216	0.04028	0.05927	0.10692	0.05187	0.05308
INFLUNCE	0.11147	0.27546	0.26098	0.29036	0.04000	0.04662	0.06558	0.09015	0.03926	0.03478	0.01428	-0.05761
ISOLATN	0.41446	0.39940	0.27667	0.42305	-0.04570	0.06684	0.09274	0.02173	0.04887	0.05099	0.11159	-0.03546
MODELS	0.15517	0.42651	0.34997	0.37704	0.03949	0.06824	0.06671	0.05400	0.05256	0.11261	-0.10469	-0.17748
SECURITY	1.00000	0.30449	0.10150	0.38699	-0.04940	-0.02708	0.00010	0.00735	0.04876	-0.01555	0.03419	-0.02374
SUPPORT	0.30449	1.00000	0.36852	0.47110	0.04400	0.00903	-0.02451	-0.01868	-0.02966	0.07719	0.01583	-0.07411
MULTICLT	0.10150	0.36852	1.00000	0.26441	0.01749	0.01043	-0.00647	0.00282	0.00627	0.08028	-0.04389	-0.11946

FILE RACESEX (CREATION DATE = 06/12/79)
SUBFILE ASIAMALE ASIANFEM BLCKMALE BLACKFEM HISPMALE HISPFEM PORTMALE PORTFEM WHITMALE WHITEFEM
OTHRMALE OTHERFEM

	SECURITY	SUPPORT	MULTICLT	FAIRNESS	PARENTS	FEDUC	MEDUC	FOCCUP	MOCCUP	TIMEINT	NBRHOOD	CLASSES
FAIRNESS	0.30699	0.47110	0.26441	1.00000	-0.00210	0.03623	0.03361	0.03773	0.02084	0.10204	0.01579	-0.08109
PARENTS	-0.04940	0.04400	0.01749	-0.00210	1.00000	-0.02909	-0.05337	-0.01902	-0.13374	0.04793	-0.07772	-0.03408
FEDUC	-0.02708	0.00903	0.01043	0.03623	-0.02909	1.00000	0.61311	0.36470	0.30006	0.08242	0.01132	-0.01971
MEDUC	0.00010	-0.02451	-0.00647	0.03361	-0.05337	0.61311	1.00000	0.29290	0.44578	0.07690	0.05348	-0.05362
FOCCUP	0.00735	-0.01868	0.00262	0.03773	-0.01902	0.36470	0.29290	1.00000	0.34163	0.10261	-0.05971	-0.05577
MOCCUP	0.04076	-0.02966	0.00627	0.02084	-0.13374	0.30006	0.44578	0.34163	1.00000	0.11772	-0.00543	-0.05536
TIMEINT	-0.01555	0.07719	0.00303	0.10204	0.04793	0.08242	0.07690	0.10261	0.11772	1.00000	-0.04461	-0.02472
NBRHOOD	0.03419	0.01563	-0.04399	0.01579	-0.07772	0.01132	0.05348	-0.05971	-0.00543	-0.04461	1.00000	0.24990
CLASSES	-0.02374	-0.07411	-0.11946	-0.08109	-0.03408	-0.01971	-0.05362	-0.05577	-0.05536	-0.02472	0.24990	1.00000
YRLIVINT	0.06026	0.05661	0.02026	0.04694	-0.05099	0.00293	0.02647	-0.03190	0.02701	0.19762	0.40061	0.17644
FRIENDS	0.03052	0.04789	-0.02982	0.03993	-0.00480	-0.02005	0.01863	-0.02010	0.02670	-0.06549	0.46624	0.24818
BLACK	0.16502	-0.11190	-0.01225	-0.00049	-0.23371	0.01234	0.07462	-0.06600	0.06665	-0.10331	0.02256	-0.05373
WHITE	-0.10023	0.07052	0.12399	0.06157	0.18325	0.00564	0.04227	0.16815	0.05582	0.17570	-0.32574	-0.19946
SEX	0.11152	0.09470	0.03390	0.00784	0.01090	-0.07954	-0.06162	0.00107	0.01261	0.04522	0.02410	-0.02653
SCHWHITE	-0.00148	0.00022	0.00645	0.05206	0.17719	0.05247	0.04389	0.11031	0.04972	0.15036	-0.03690	-0.19135

	YRLIVINT	FRIENDS	BLACK	WHITE	SEX	SCHWHITE
KNOWLEDG	0.04348	-0.02746	-0.03200	0.08112	0.07329	0.10727
ATTITUDE	0.32212	0.30622	0.22008	-0.35497	0.18084	-0.07715
BEHAVIOR	0.23591	0.19105	0.09906	-0.17673	0.15567	0.01459
VOCPROG	-0.01569	0.06304	-0.06393	0.05578	-0.17219	-0.09074
COLLPROG	0.09211	0.00639	0.01037	-0.00714	0.03878	0.15738
BUSINESS	-0.05128	-0.04624	0.09720	-0.03035	0.16010	-0.14125
COLLEGE	0.07121	0.06133	-0.02946	-0.04657	0.03922	0.16332
OTHREDUC	-0.02635	0.00031	0.00535	-0.04498	0.03528	-0.09927
MARKS	-0.03410	-0.03950	0.12998	-0.03674	-0.13932	0.06722
COMMUNTY	0.05307	-0.01303	-0.02450	0.07049	0.09247	0.15230
RECEPTV	0.09719	0.04770	0.02113	-0.03136	0.00866	0.00629
INVOLVED	0.05655	0.07946	0.05727	-0.13017	0.02267	-0.01481
EQUALTRT	-0.03300	-0.04098	0.03121	-0.00375	0.07319	0.02770
GROUPING	0.05745	-0.02825	0.06815	-0.04846	0.00385	-0.12641
LEARNING	0.03268	0.06710	0.01947	-0.04452	0.02667	-0.03475
EXPRESSV	-0.01630	-0.03034	0.01013	0.03396	0.03161	0.01094
GOAL	0.04781	0.01468	-0.01108	0.02232	0.10567	0.11568
CHALENGE	0.03232	-0.06669	-0.00134	0.03625	0.12441	0.20993
PROBLEMS	0.03028	0.01599	-0.00508	0.00110	0.03781	0.01656
RULES	-0.02390	-0.03063	0.02336	-0.04369	0.09678	0.04351
OPTIONS	0.06457	0.06309	-0.00164	0.02147	-0.02081	-0.00490
INFLUNCE	0.04984	-0.01583	-0.05449	0.00247	0.09050	0.09554

FILE RACESEX (CREATION DATE = 06/12/79)
SUBFILE ASIAMALE ASIANFEM BLCKMALE BLACKFEM HISPMALE HISPFEM PORTMALE PORTFEM WHITMALE WHITEFEM
OTHRMALE OTHERFEM

	YRLIVINT	FRIENDS	BLACK	WHITE	SEX	SCHWHITE
ISOLATN	0.17053	0.15062	0.13111	-0.16044	0.08596	-0.03361
MODELS	-0.07000	-0.10192	-0.16439	0.20087	0.11339	0.11612
SECURITY	0.06026	0.03052	0.16502	-0.18023	0.11152	-0.00143
SUPPORT	0.05661	0.04709	-0.11190	0.07052	0.09470	0.00822
MULTICLT	0.02026	-0.02932	-0.01225	0.12399	0.08398	0.05645
FAIRNESS	0.04694	0.03993	-0.08049	0.06157	0.08784	0.05206
PARENTS	-0.05099	-0.03400	-0.23371	0.18325	0.01090	0.17719
FEDUC	0.00293	-0.02005	0.01234	0.03564	-0.07954	0.05247
MEDUC	0.02647	0.01063	0.07462	0.04227	-0.06162	0.04309
FOCCUP	-0.03190	-0.02010	-0.06600	0.16815	0.00107	0.11031
MOCCUP	0.02701	0.02670	0.06665	0.05582	0.01261	0.04972
TIMEINT	0.19782	-0.06349	-0.10331	0.17570	0.04522	0.15036
NEIGHCO	0.40061	0.46624	0.02256	-0.32574	0.02410	-0.03390
CLASSES	0.17044	0.24318	-0.05373	-0.19946	-0.02653	-0.19185
YRLIVINT	1.00000	0.25787	0.10553	-0.25468	0.06509	-0.03319
FRIENDS	0.25787	1.00000	0.00939	-0.32471	-0.02704	-0.04142
BLACK	0.10553	0.00939	1.00000	-0.66385	-0.06461	-0.29984
WHITE	-0.25468	-0.32471	-0.66385	1.00000	0.03090	0.34064
SEX	0.06509	-0.02704	-0.06461	0.03090	1.00000	0.09676
SCHWHITE	-0.03319	-0.04142	-0.29984	0.34064	0.09676	1.00000

APPENDIX E: Mean and Standard Deviation Values (from 1979 Student Integration Study in Four Cities in the Northeast; N=1330 students)*

	Mean	Standard Deviation
SCHOOL CLIMATE FACTORS		
1. Community	2.493	0.603
2. Accessibility and Receptivity	2.407	0.605
3. Involvement	2.387	0.637
4. Equal Treatment	2.722	0.548
5. Groupings	2.700	0.609
6. Learning Orientation	2.620	0.626
7. Expressiveness	2.677	0.576
8. Goal Direction	2.549	0.560
9. Challenge	2.574	0.654
10. Dealing With Problems	2.450	0.572
11. Order	2.661	0.609
12. Options	2.768	0.682
13. Influence Distribution	2.363	0.625
SCHOOL INTEGRATION PRACTICES		
1. Racial Mixing	2.720	0.506
2. Staff Models	2.895	0.398
3. Security	2.859	0.596
4. Staff Support for Integration	2.731	0.422
5. Multicultural Exposure	2.670	0.428
6. Racial Fairness	2.836	0.468
STUDENT INTEGRATION		
1. Knowledge	2.645	0.385
2. Attitudes	2.672	0.616
3. Behavior	2.919	0.541

*The mean value shown is the mean of school means (N=18), and the standard deviation is of the school means.